DOCUMENT RESUME

ED 440 569 HE 032 783

TITLE	Quality Review, 1999. CHEA Almanac of External Quality Review.
INSTITUTION	Council for Higher Education Accreditation, Washington, DC.
SPONS AGENCY	Institute for Higher Education Policy, Washington, DC.
PUB DATE	1999-00-00
NOTE	142p.
AVAILABLE FROM	Council for Higher Education Accreditation, One Dupont Circle, NW, Suite 510, Washington, DC 20036-1135 ($55). Tel: 202-955-6126; Fax: 202-955-6129; e-mail: chea@chea.org; Web site: http://www.chea.org.
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Accountability; *Accreditation (Institutions); Educational Quality; Elementary Secondary Education; Federal Government; Government Role; Higher Education; *Institutional Evaluation; *Quality Control; State Government; State Standards
IDENTIFIERS	*External Evaluation; Ranking; Voluntary Compliance

ABSTRACT

This almanac provides information about the major participants in external quality review in higher education, listing recognized regional and national accrediting organizations, specialized and professional accrediting organizations, and state agencies, with contact available for each organization and agency. An overview section: discusses the place of external quality review in American higher education; notes the difference between external and internal review and between recognition and accreditation; notes the common elements, standards, and procedures of all recognized accreditors; discusses the review procedures and stages of accreditation; discusses the state quality review and the federal role in quality review; and lists ranking services. It also includes a brief discussion of two emerging trends likely to affect the structure of external quality review of higher education: (1) the growing pattern of voluntary cooperation and coordination among higher education quality reviewers; and (2) the centralized and regulatory form of quality review that is evolving in elementary and secondary education, which is increasingly favored by the public and policymakers and could be applied to higher education. (SM)

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Quality Review

1999

CHEA Almanac of External Quality Review

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The Council for Higher Education Accreditation

The Council for Higher Education Accreditation (CHEA) is a private nonprofit higher education association that provides national coordination of voluntary accreditation. More than 3,200 colleges and universities and 55 regional, national, and specialized accreditors and associations belong to CHEA, making it the largest higher education membership association in the United States.

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The *Almanac* lists accreditors that are or have been recognized by the U.S. Department of Education or are participating organizations in the Council for Higher Education Accreditation.

Chapter I

President's Introduction: Change and External Quality Review

The Council for Higher Education Accreditation (CHEA) *Almanac of External Quality Review* presents information about the major participants in external quality review of higher education in the United States: non-governmental accreditors, state agencies, the federal government, and, most recently, ranking services.* It presents an overview of self-regulation through non-governmental accreditation, state review, and federal review as conducted in the context of a diverse and competitive marketplace of institutions and programs. It offers a framework for thinking about the role and structure of external quality review and ways that it can be strengthened.

External quality review is taking place in an environment of demographic shifts, alternative approaches to funding higher education, and market forces that are all producing pressures for fundamental change in higher education. Traditional institutions and time-honored structures for providing teaching and learning will survive, but they are likely to be accompanied by notably different ways of delivering education to broader populations of students. Long-held assumptions about the essential ingredients of quality in higher education will need to be reexamined and refreshed in order for the enterprise to meet this challenge.

These pressures for substantial change in higher education suggest that the traditional role, practice, and structure of external quality review will need to change. The challenge is to continue ensuring quality in higher education's traditional forms, while simultaneously protecting quality in entirely new kinds of educational environments.

Some changes in external review are already evident. For example, accrediting organizations are expanding their use of electronic technology in institutional and programmatic reviews, and states and the federal government are increasing their reliance on electronic transmission of data in carrying out their respective oversight roles. The major participants in external quality review are responding to distance learning and emerging new providers by developing alternative or new standards. Accreditors are also experimenting with alternative self-study models, such as academic audits and competency reviews of institutions and programs.

CHEA invites others to join us in addressing this pressure for fundamental change and to continue to examine the basic questions about external quality review, its purpose, its design, its usefulness, and its relationship to government.

Purpose

In what ways does external quality review ensure the achievement of quality? To relate external review to this goal will require both greater precision in defining quality and a systematic way to equate the integrity of the review process with the achievement of quality. It also requires returning to the central issue of a working definition of quality—one that can be validated through evidence. In assembling information for this CHEA *Almanac*, we found that it is easier to learn about the structure and process of quality review than it is to learn about quality itself.

Design

Assuming we continue to have external forms of quality review, how might the system be reconfigured to increase its capacity? Accreditation is only one element in the larger context of external quality review for higher education. Significant roles are also played by public-sector legislatures, state licensing bodies, the federal government, and the larger marketplace within which higher education operates. What are the unique capacities of each of these contributors to quality assurance? Are some elements better suited to one type of review than another, and is there a synergy from which to benefit?

*Ranking services are included in the *Almanac* because they have emerged as a significant source of information for students and the public seeking data about higher education. Ranking services do not have the extensive quality assurance, quality improvement, and public accountability responsibilities of non-governmental accreditation or government oversight.

Usefulness of External Quality Review

Higher education is diversifying. Courses, programs, and degrees are available from emerging new providers (such as corporate universities and virtual universities) that are different in many ways from traditional institutions. Technology is producing education through the Internet, education without classrooms, and education rich with access to information and materials from around the world. Many current external quality review practices were developed in a world of traditional higher education institutions in which students were campus-based, attended classes on a regular schedule, and had less access to information. How will external quality review fare in this diversifying environment?

Relationship to Government

What is the relationship of accreditation to government, both for the purposes of quality assurance and with regard to the issue of public accountability? Accreditation has a dual responsibility: quality assurance through peer review and public accountability through a relationship with government. What accommodations should accreditation make in response to changing government demands for public accountability? Or will an increasingly public regulatory role compromise the capacity of accreditation to do its primary job?

The *CHEA Almanac* begins with a description of the participants in external quality review—accreditors, states, the federal government, and ranking services. It includes Directories of accreditors, state agencies, and ranking services, with contact information so that interested individuals can learn more about particular organizations and their roles in quality assurance.

The *Almanac* also includes a brief discussion of two emerging trends likely to affect the structure of external quality review of higher education. This discussion focuses on (1) increased voluntary cooperation and coordination among higher education quality reviewers and (2) an approach to external quality review in elementary and secondary education that is increasingly favored by the public and policymakers and could be applied to higher education in the future.

CHEA plans to make its *Almanac* a regular publication. The basic information about external quality review and the Directories will be updated in subsequent editions, and important changes that have occurred over time will be noted.

We invite others within the higher education community, in government, and in policy circles to join us at CHEA in thinking about accreditation and its unique role in quality assurance, and the ways it can be strengthened. We are also interested in knowing whether the *Almanac* has been a useful tool for you, and welcome suggestions for future editions. Please send your feedback to chea@chea.org, or to the Council for Higher Education Accreditation, One Dupont Circle, NW, Suite 510, Washington, DC 20036-1135.

Judith S. Eaton
President
Council for Higher Education Accreditation

Chapter II

Introduction to the *Almanac*

American Higher Education and External Quality Review

The American system of higher education is the most diverse in the world, ranging from private vocational schools, to public open-access community colleges, to public and private four-year institutions, to research universities. The public and private non-profit and for-profit sectors all are providers of higher education. Unlike most countries, the United States has no federal "Ministry of Education" enforcing national standards for the enterprise. Instead, the functions of quality review are shared among many different participants: the federal government, the states, non-governmental accreditation, and the private sector. The result is external quality review that is neither unified nor coordinated but is instead a loose, decentralized configuration without a central regulatory umbrella. Some view this decentralization as a strength that contributes to the richness, vitality, and resourcefulness of U.S. higher education. Others see this as a weakness in the system, causing relations among the quality review participants to be *ad hoc* and episodic. The diverse and sometimes conflicting quality review activities both reflect and contribute to the United States' unique higher education system.

External and Internal Quality Review

Assuring quality in U.S. higher education involves both external review and internal review. For the purposes of the *Almanac*, external quality review refers to those activities performed by organizations or agencies outside a college or university that measure, validate, or certify quality in higher education. External reviews encompass a wide range of activities, including accreditation, federal data collecting, state accountability reviews, state licensure, and ranking services. Cumulatively, these activities seek to promote public accountability, license or certify institutions, establish eligibility to offer degrees and certificates, enable institutions or programs to receive public funding, enforce external standards, enhance consumer information, and improve quality within institutions.

External reviews are by no means the exclusive, or even primary, form of quality assurance in higher education. Institutions have a long tradition of internal review of quality as an integral part of the culture of higher education. This includes tenure and promotion reviews, peer review of research, student evaluations, and program review. Governing boards also play an influential quality assurance role. Furthermore, internal reviews are linked more directly than external reviews to institutional planning, resource distribution, and the setting of new program priorities.

The Purpose of the *Almanac*

The *Almanac* is intended to make information about external quality review more readily available and, by doing so, to inform ongoing discussions about quality in higher education. The *Almanac* will detail the components of external quality review by:

- *providing information* about the different participants involved in external quality review in a single location so that interested parties—both within and outside higher education—can easily obtain information about how institutions and programs are assessed by others;
- *promoting understanding* of external quality review in higher education by documenting the range of types and capacities of existing procedures and by describing their relative roles and responsibilities;
- *stimulating improvements in public information* about external quality review;
- *encouraging information sharing* among various participants in quality review to reduce duplication of reporting efforts and the administrative and record-keeping requirements for higher education institutions and programs; and

- *developing a base of research information* on quality review procedures in higher education.

The *Almanac* is not designed to be an all-encompassing resource about quality in higher education, nor does it evaluate the relative effectiveness of different means of quality review. The measurement of quality is difficult. This is especially true in an enterprise as complex and multi-faceted as American higher education. Nevertheless, the complexity of the process should not preclude its comprehensibility.

How to Use the *Almanac* to Obtain Information About Specific Institutions and Programs

Though it is not designed to be a resource for individuals seeking information about particular institutions or programs, the *Almanac* may be helpful to those who want to learn about how institutions and programs are reviewed for quality. By understanding the range of types of external reviews and the types of information that are collected and reviewed by the various participants, individuals will be better informed about the appropriate questions to ask about institutions and will be more aware of additional resources.

A wide range of definitions and measures of quality serves to educate students and the public. By becoming familiar with the different forms of accreditation, an individual can understand what it means for an institution or program to be accredited and how standards are applied by a particular organization. Similarly, individuals can learn about the kinds of information required by federal and state governments and how this information can enhance understanding of institutional performance in such areas as student retention and graduation rates.

Chapter III

Recognized Accreditors

Accreditation is one of the key activities in external quality review. This non-governmental, peer evaluation of higher education institutions and programs serves three primary functions:

- the assurance of quality of institutions and programs;
- the improvement of institutions or programs that have already met basic standards through increased focus on goals and achievements; and
- the public certification of institutional or program sufficiency to enable programs or institutions to receive public funds, meet legal requirements for licensure, and provide, in part, a basis for decisions about the transfer of credit.

Accreditation differs from other forms of external quality review in that it remains essentially a peer activity. Standards are reviewed primarily in the context of institutional or program mission, and decisions about quality are made through a combination of review of evidence and the judgments of informed experts.

"Recognition" and Accreditation

Accrediting organizations seeking to establish themselves as *bona fide* typically seek public recognition of their status through a certification of their competence known as the recognition process. Recognition of accrediting organizations is performed both by the federal government, through the U.S. Department of Education (USDE), and outside of government, by the Council for Higher Education Accreditation (CHEA). Until 1996, the non-governmental recognition process was conducted by the Council on Postsecondary Accreditation (COPA) and its successor organization, Commission on Recognition of Postsecondary Accreditation (CORPA).

Common Elements for All Recognized Accreditors: Standards and Procedures

In order to be recognized by either USDE or CHEA, all organizations must meet requirements designed to determine whether the organization is a reliable authority on educational quality.

CHEA recognition standards, focused primarily on academic quality and quality improvement, require organizations to:

- advance academic quality;
- demonstrate accountability;
- encourage purposeful change and needed improvement;
- employ appropriate and fair procedures in decision-making; and
- continually reassess accreditation practices.

Accreditors are required to provide evidence that these standards are met. The nature of the evidence may vary based on the types of institutions or programs that the accrediting organizations review.

Current federal recognition requires, among other obligations, that each accrediting organization maintain criteria or standards of review in at least the following areas:

- success with respect to student achievement in relation to mission, including (as appropriate) measures of course completion, state licensing examinations, and job placement rates;
- curricula;
- faculty;
- facilities, equipment, and supplies;

- fiscal and administrative capacity as appropriate to the specified scale of operations;
- student support services;
- recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising;
- measures of program length and the objectives of the degrees or credentials offered;
- record of student complaints received by, or available to, the organization; and
- record of compliance with the institution's program responsibilities under Title IV (Student Aid) of the Higher Education Act of 1965 (HEA) as amended.*

Although all federally recognized accreditors must maintain these general standards, the way in which the standards are measured differs depending on the organization, programs, or the institution. Variation is largely the result of program and institutional differences. The standard on student success, for example, can be quite different when it is used by a regional commission to evaluate the wide range of offerings by an institution, as compared to a specialized accreditor using it to evaluate a program or institution where there is a clear mission to prepare students for particular occupations.

To learn more about how an individual organization interprets its criteria or standards, interested individuals should contact the organization directly. (Contact information can be found in the Directories.) For further information about CHEA and USDE's requirements and purposes, consult their web pages: *www.chea.org* and *www.ifap.ed.gov/dev_csb/new/agency.nsf*, respectively.

Types of Accreditors

The accreditation process is carried out by two types of organizations:

- **Institutional accreditors**—regional and national accrediting organizations that review entire institutions—and
- **Programmatic accreditors**—specialized and professional accrediting organizations that review specific programs or subject areas.

Institutional accreditors review private and public four-year institutions, public and private two-year institutions, complex professional and vocational institutions, institutions offering graduate education and research, proprietary institutions, and a large training sector. Programmatic accreditators review specialized and professional programs in a range of fields and disciplines, as well as single-purpose, freestanding institutions.

Regional Accreditors

Regional accreditors are among the oldest in the country and accredit entire degree-granting institutions. The United States is divided into six "regions": New England, Middle States, North Central, Southern, Western, and Northwest. Eight accrediting commissions operate in these regions. Four of the regions have one commission while two (New England and Western) have two commissions each. For example, the Western Association has a separate commission for associate degree-granting, two-year colleges in its regional jurisdiction.

One organization—the New York Board of Regents—is recognized by the U.S. Department of Education for institutional accreditation in the State of New York. It is the only recognized state accrediting organization for higher education in the country.

National Accreditors

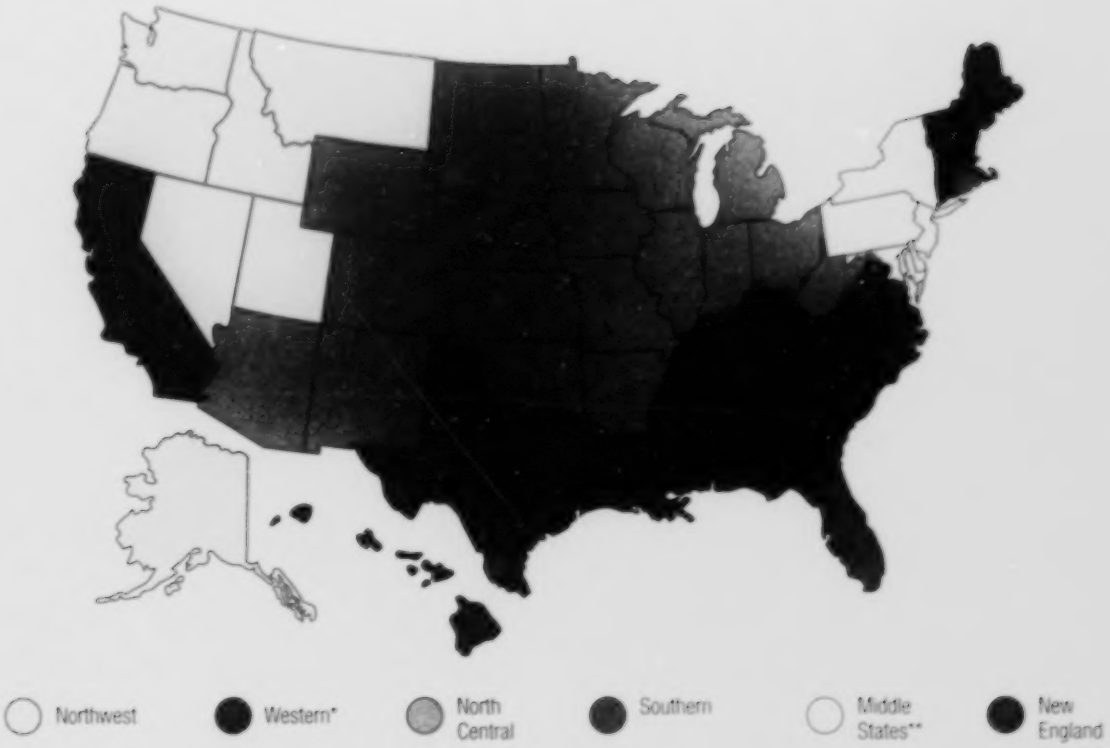
Some national accreditors review vocational and professional institutions, many of which are proprietary. Other national commissions accredit faith-based institutions. The national accreditors typically accredit whole institutions rather than programs or schools. Their scope of authority is not confined to a particular region but encompasses the entire country.

Specialized and Professional Accreditors

Specialized and professional accreditors accredit degree and certificate programs in particular disciplines or program areas. The number of specialized

*Please see Chapter V. Higher education institutions and programs wishing to participate in federal student aid or other federal programs must be accredited by a USDE-recognized accrediting organization.

Figure 1
Regional Commission Member States



* Includes American Samoa, Guam, Commonwealth of the Northern Mariana Islands, Republic of Palau, Federated States of Micronesia and the Republic of the Marshall Islands.
** Includes Commonwealth of Puerto Rico and the U.S. Virgin Islands.

organizations has grown as American higher education has offered increasing numbers of professional programs.

Specialized accreditors usually review programs or schools within institutions, although some accredit freestanding institutions dedicated to a particular profession. Most universities and some colleges carry several different accreditations simultaneously: regional or national accreditation for the entire institution and specialized accreditation for professional schools or programs. When an institution is accredited by more than one organization, the institution has to name (for governmental purposes) which of the organizations is its "primary" accreditor.

Specialized accreditation is frequently linked to professional licensing standards. Many states have licensing examinations for particular professions and may also require students who sit for the examination to show evidence that they graduated from accredited institutions that offer degrees or certificates in the profession.

Review Procedures

All recognized accreditors have quality review procedures that take institutions and programs through several steps of review, documentation, and analysis. The accreditation review and decision-making process typically involves six stages, and the review cycle generally ranges between three and ten years, depending on the organization. Some accreditors require comprehensive reviews every three years, others require five-year reviews, and others require reviews every ten years with a more focused

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mid-cycle review. Based on the outcome of the review, accreditors may require additional follow-up reports.

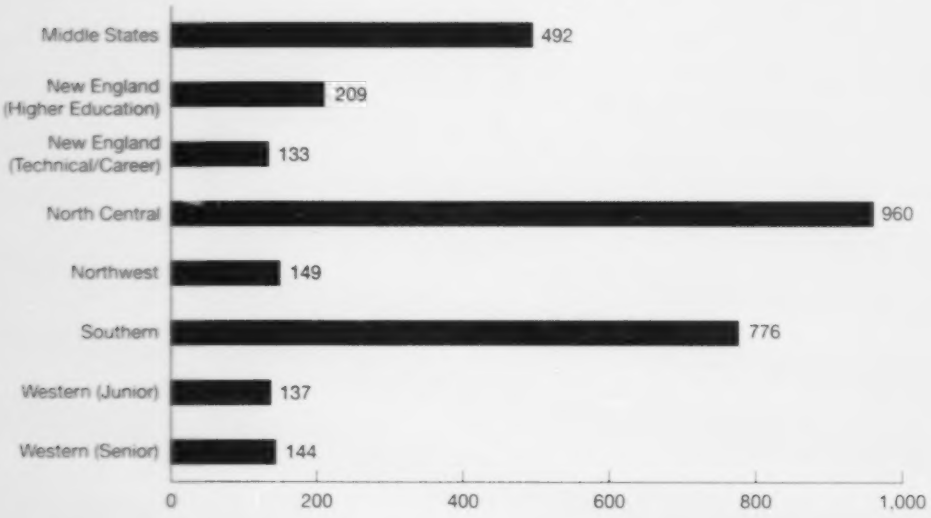
Six Stages of the Accreditation Review

1) Establishment of Institutional or Program Eligibility.
All accreditors set basic requirements that institutions or programs must meet before they can submit an application for review. The specific eligibility requirements differ among accrediting organizations, but all require that the institution be licensed by the state and have education as its primary purpose. The eight regional commissions have eligibility requirements that are essentially the same. These include the conditions that the institution be degree-granting, have a governance structure that is sufficiently autonomous from the administration to ensure academic integrity and have a faculty with appropriate credentials for the educational program, and offer degrees. The regional commissions also require evidence that the undergraduate curriculum is coherent and includes some general education components appropriate to the institutional mission. Institutional or program eligibility requirements serve as a pre-review screen of quality that precedes the more detailed self-study of an accrediting organization.

2) Institutional or Program Self-Study.
Each institution or program must prepare a comprehensive self-assessment of performance based on the accrediting organization's established review standards or criteria. This self-study requires detailed written reports showing how the institution or program determines whether it meets or exceeds basic standards, as well as its plans for future improvement. The reports may be prepared as confidential documents, although many institutions publish them after the accrediting review cycle has been completed.

3) On-Site Team Visit.
The self-study becomes the basis for scrutiny by an accrediting organization review team during a visit to the campus. Team members have the opportunity to talk to faculty, students, staff, and administrators about issues and questions arising

Figure 2
Number of Institutions Accredited by Regional Accrediting Organizations*



Information provided by the accrediting organizations during the 1998-99 academic year.

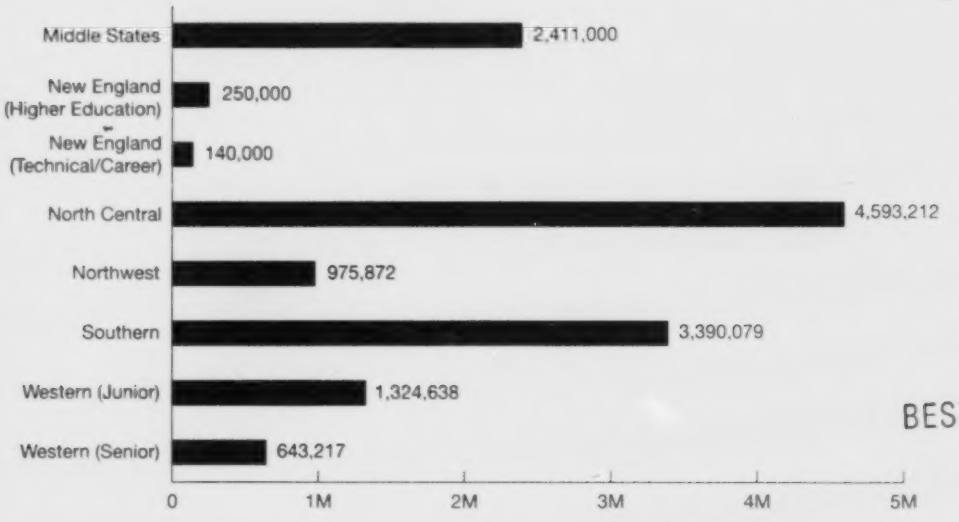
from the self-study. The typical review team is composed primarily of peers who have some prior experience in accreditation review and some knowledge of the particular type of program or institution being reviewed. Depending on the organization, teams may include members of the public and representatives of institutions or programs from outside a region or from another sector of higher education. The team usually conducts an exit interview with the president or dean to discuss particular issues that have arisen during the review.

4) Written Team Report.
The visiting team's comprehensive accreditation report includes judgments about particular strengths, weaknesses, and areas for improvement. Depending on the organization, the accrediting commission staff may meet with the team to discuss the draft report. The report is usually shared with the campus or program before it is made final. The final report is then prepared for submission to the accrediting commission, with recommendations about what accrediting action should be taken. Often a representative from the institution or program appears before the commission when the report is discussed and decisions are made.

5) Final Decisions/Appeals.
Accreditation decisions can take several forms, from granting accreditation to revoking accreditation status. For institutions or programs with no significant issues or requirements for follow-up reporting, the maximum length of an accreditation cycle varies by commission. Organizational policies all permit appeals of decisions by an institution or program.

6) Monitoring.
All commissions monitor their institutions and programs. This monitoring may take the form of annual reporting, interim reviews, or substantive change reports. Annual reports include financial statements and updated curricular or planning information. Interim reviews are required when there are unresolved issues from comprehensive evaluations. Substantive change reports document important changes in the scope, standards, or practice of an institution or program.

Figure 3
Number of Students Enrolled in Institutions Accredited by Regional Accrediting Organizations*



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*Information provided by the accrediting organizations during the 1998-99 academic year. Enrollment numbers are by headcount.

Figure 4

Number of Institutions Accredited by National Accrediting Organizations*

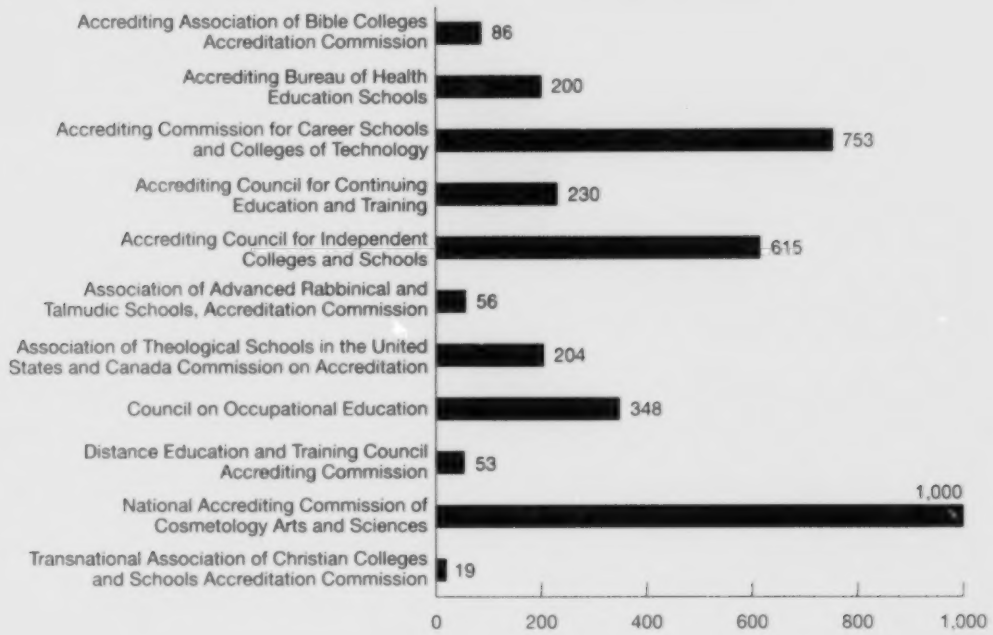
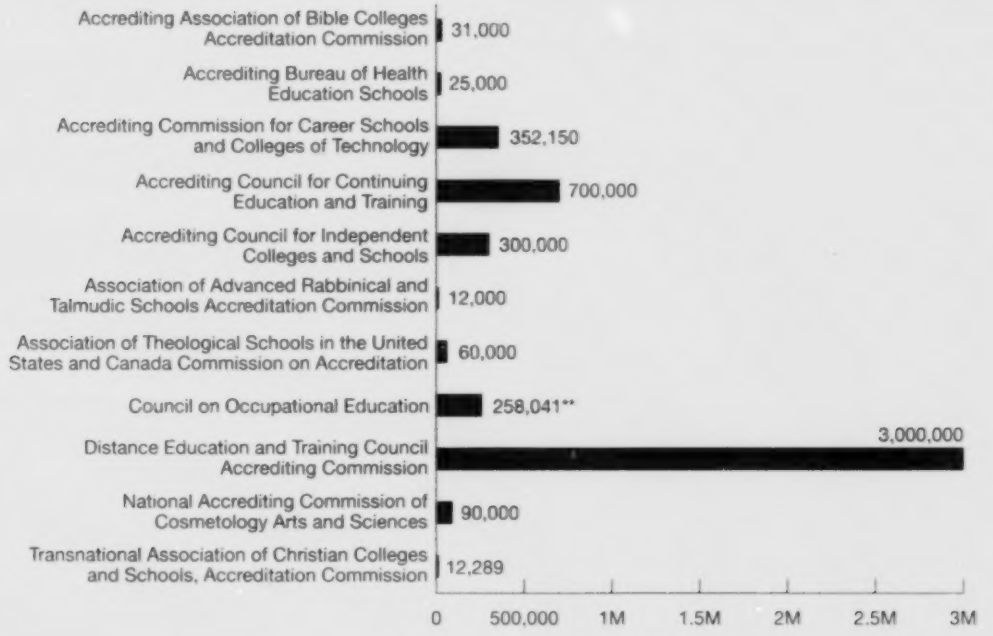


Figure 5

Number of Students Enrolled in Institutions Accredited by National Accrediting Organizations*



**Information provided by the accrediting organizations during the 1998-99 academic year. Enrollment numbers are by headcount.*
***COE reports full-time equivalent enrollment.*

Chart 1
Institutional Accreditation

REGIONAL	Date Founded	Number of Institutions*	Number of Enrollments*
Middle States Association of Colleges and Schools Commission on Higher Education	1919	492	2,411,000
New England Association of Schools and Colleges Commission on Institutions of Higher Education	1885	209	250,000
New England Association of Schools and Colleges Commission on Technical and Career Institutions	1885	133	140,000
North Central Association of Schools and Colleges Commission on Institutions of Higher Education	1895	960	4,593,212
Northwest Association of Schools and Colleges Commission on Colleges	1917	149	975,872
Southern Association of Colleges and Schools Commission on Colleges	1895	776	3,390,079
Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges	1962	137	1,324,638
Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities	1924	144	643,217

NATIONAL	Date Founded	Number of Institutions*	Number of Enrollments*
Accrediting Association of Bible Colleges Commission on Accreditation	1947	86	31,000
Accrediting Bureau of Health Education Schools	1964	200	25,000
Accrediting Commission of Career Schools and Colleges of Technology	1967	753	352,150
Accrediting Council for Continuing Education and Training	1974	230	700,000
Accrediting Council for Independent Colleges and Schools	1912	615	300,000
Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission	1973	56	12,000
Association of Theological Schools in the United States and Canada Commission on Accreditation	1918	204	60,000
Council on Occupational Education	1971	348	258,041**
Distance Education and Training Council Accrediting Commission	1926	53	3,000,000
National Accrediting Commission of Cosmetology Arts and Sciences	1968	1,000	90,000
Transnational Association of Christian Colleges and Schools Accrediting Commission	1979	19	12,289

**Information provided by the accrediting organizations during the 1998-99 academic year. Enrollment numbers are by headcount.*
***COE reports full-time equivalent enrollment.*

Chart 2

Programmatic or Specialized Accreditation

ACCREDITOR	Date Founded	Number of Schools or Programs*	Number of Enrollments*
AACSB — The International Association for Management Education	1916	370	700,000
Accreditation Board for Engineering and Technology, Inc.	1932	2,300	Not Available
Accreditation Commission for Acupuncture and Oriental Medicine	1982	32	6,000
Accrediting Commission on Education for Health Services Administration	1968	67	Not Available
Accrediting Council on Education in Journalism and Mass Communications	1945	109	1,912,311
American Academy for Liberal Education	1992	5	4,428 (1997)
American Association for Marriage and Family Therapy Commission on Accreditation for Marriage and Family Therapy	1946	91	2,500
American Association of Family and Consumer Sciences, Council on Accreditation	1909	59	Not Available
American Association of Nurse Anesthetists Council on Accreditation of Nurse Anesthesia Educational Programs	1975	84	2,404
American Bar Association Council of the Section of Legal Education and Admissions to the Bar	1893	182	131,833
American Board of Funeral Services Education Committee on Accreditation	1958	48	3,500
American College of Nurse-Midwives Division of Accreditation	1955	45	450
American Council for Construction Education Board of Trustees	1974	55	Not Available
American Council of Pharmaceutical Education	1932	81	Not Available
American Culinary Federation, Inc.	1929	104	20,000
American Dental Association Commission on Dental Accreditation	1975	1,350	40,000
American Dietetic Association Commission on Accreditation for Dietetics Education	1917	350	6,000
American Institute of Certified Planners/Association of Collegiate Schools of Planning, Planning Accreditation Board	1984	148	5,000
American Library Association, Committee on Accreditation	1924	56	Not Available
American Occupational Therapy Association Accreditation Council for Occupational Therapy Education	1923	290	24,409

**Information provided by the accrediting organizations during the 1998-99 academic year. Enrollment numbers are by headcount.*

Chart 2

Programmatic or Specialized Accreditation *(continued)*

ACCREDITOR	Date Founded	Number of Schools or Programs*	Number of Enrollments*
American Optometric Association Council on Optometric Education	1934	129	1,500
American Osteopathic Association Bureau of Professional Education	1897	16	8,500
American Podiatric Medical Association	1918	7	2,500
American Psychological Association Committee on Accreditation	1948	789	20,825
American Society for Microbiology, American College of Microbiology	1899	11	11
American Society of Landscape Architects Landscape Architectural Accreditation Board	1899	75	5,600
American Speech-Language-Hearing Association Council on Academic Accreditation	1925	224	10,000
American Veterinary Medical Association Council on Education	1863	34	8,800
Association for Clinical Pastoral Education, Inc., Accreditation Commission	1967	322	6,500
Association of American Law Schools	1900	162	113,000
Association of Collegiate Business Schools and Programs	1988	250	350,000
Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association	1928	4,168	32,493
Commission on Accreditation of Allied Health Education Programs	1994	1,825	87,500
Commission on Opticianry Accreditation	1985	28	700
Computer Science Accreditation Commission of the Computing Sciences Accreditation Board	1985	160	Not Available
Council for Accreditation of Counseling and Related Education Programs, American Counseling Association	1981	136	Not Available
Council on Chiropractic Education Commission on Accreditation	1971	16	14,455
Council on Education for Public Health	1974	63	15,000
Council on Naturopathic Medical Education	1978	2	1,150
Council on Rehabilitation Education Commission on Standards and Accreditation	1972	84	3,301
Council on Social Work Education Division of Standards and Accreditation	1952	552	54,621

**Information provided by the accrediting organizations during the 1998-99 academic year. Enrollment numbers are by headcount.*

Chart 2

Programmatic or Specialized Accreditation *(continued)*

ACCREDITOR	Date Founded	Number of Schools or Programs*	Number of Enrollments*
Foundation for Interior Design Education Research	1970	132	12,000
Joint Review Committee on Education in Radiologic Technology	1971	680	23,000
Joint Review Committee on Educational Programs in Nuclear Medicine Technology	1970	96	1,330
Liaison Committee on Medical Education	1942	141	74,000
Montessori Accreditation Council for Teacher Education	1991	91	2,540
National Accrediting Agency for Clinical Laboratory Sciences	1973	650	Not Available
National Architectural Accrediting Board, Inc.	1940	112	35,000
National Association of Industrial Technology	1967	377	10,500
National Association of Nurse Practitioners in Women's Health	1980	8	250
National Association of Schools of Art and Design, Commission on Accreditation	1944	219	121,749 (1997)
National Association of Schools of Dance, Commission on Accreditation	1981	52	3,469 (1997)
National Association of Schools of Music, Commission on Accreditation, Commission on Non-Degree-Granting Accreditation, and Commission on Community/Junior College Accreditation	1924	576	104,249 (1997)
National Association of Schools of Public Affairs and Administration Commission on Peer Review and Accreditation	1970	136	14,648
National Association of Schools of Theatre, Commission on Accreditation	1969	120	18,775 (1997)
National Council for Accreditation of Teacher Education	1954	500	497,000
National Environmental Health Science and Protection Accreditation Council	1967	24	2,000
National League for Nursing Accreditation Commission	1997	1,700	Not Available
National Recreation and Park Association/American Association for Leisure and Recreation, Council on Accreditation	1965	100	8,800
Society of American Foresters	1900	72	4,500
United States Catholic Conference Commission on Certification and Accreditation	1982	35	5,000

**Information provided by the accrediting organizations during the 1998-99 academic year. Enrollment numbers are by headcount.*

Chart 3

Recognized and Participating Organizations 1998-99

This chart describes Council for Higher Education Accreditation (CHEA) participating organization status and U.S. Department of Education (USDE) recognition status of regional, national, and specialized accreditors identified in the Almanac. *The* Almanac *lists accreditors that are or have been recognized by USDE or are participating organizations in CHEA.*

*CHEA participating organizations must meet CHEA eligibility standards. Accreditors exercise independent judgment about whether to seek CHEA recognition. For USDE recognition, accreditation from the organization is used by an institution or program to establish eligibility to participate in federal student aid or other federal programs. Some accreditors cannot be considered for USDE recognition because they do not provide access to federal funds. Other accreditors have chosen not to pursue USDE recognition. Accreditors that were not recognized by USDE in 1998-99 but have been recognized in prior years are identified by an asterix (*).

Because CHEA affiliation and USDE recognition depend on a range of factors, readers are strongly cautioned against making judgments about the quality of an accrediting organization and its institutions and programs based solely on CHEA or USDE status. Additional inquiry is essential. If you have questions about CHEA affiliation or USDE recognition status of an accreditor, please contact the accrediting organization.

ACCREDITOR	CHEA Participating Organization	USDE Recognized Organization
REGIONAL ACCREDITING ORGANIZATIONS		
Middle States Association of Colleges and Schools Commission on Higher Education	●	●
New England Association of Schools and Colleges Commission on Institutions of Higher Education	●	●
New England Association of Schools and Colleges Commission on Technical and Career Institutions	●	●
North Central Association of Schools and Colleges Commission on Institutions of Higher Education	●	●
Northwest Association of Schools and Colleges Commission on Colleges	●	●
Southern Association of Colleges and Schools Commission on Colleges	●	●
Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges	●	●
Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities	●	●
NATIONAL ACCREDITING ORGANIZATIONS		
Accreditation Association of Bible Colleges Commission on Accreditation	●	●
Accrediting Bureau of Health Education Schools	—	●
Accrediting Commission of Career Schools and Colleges of Technology	—	●
Accrediting Council for Continuing Education and Training	—	●
Accrediting Council for Independent Colleges and Schools	●	●
Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission	●	●
Association of Theological Schools in the United States and Canada Commission on Accreditation	●	●
Council on Occupational Education	—	●
Distance Education and Training Council Accrediting Commission	●	●
National Accrediting Commission of Cosmetology Arts and Sciences	—	●
Transnational Association of Christian Colleges and Schools Accrediting Commission	—	●

Chart 3

Recognized and Participating Organizations 1998-99 *(continued)*

ACCREDITOR	CHEA Participating Organization	USDE Recognized Organization
SPECIALIZED AND PROFESSIONAL ACCREDITING ORGANIZATIONS		
AACSB — The International Association for Management Education	—	*
Accreditation Board for Engineering and Technology, Inc.	●	●
Accreditation Commission for Acupuncture and Oriental Medicine	●	●
Accrediting Commission on Education for Health Services Administration	●	●
Accrediting Council on Education in Journalism and Mass Communications	●	●
American Academy for Liberal Education	—	●
American Association for Marriage and Family Therapy, Commission on Accreditation for Marriage and Family Therapy	●	●
American Association of Family and Consumer Sciences, Council on Accreditation	●	—
American Association of Nurse Anesthetists Council on Accreditation of Nurse Anesthesia Educational Programs	●	●
American Bar Association Council of the Section of Legal Education and Admissions to the Bar	—	●
American Board of Funeral Services Education Committee on Accreditation	●	●
American College of Nurse-Midwives Division of Accreditation	—	●
American Council for Construction Education Board of Trustees	●	*
American Council on Pharmaceutical Education	—	●
American Culinary Federation, Inc.	●	*
American Dental Association Commission on Dental Accreditation	—	●
American Dietetic Association Commission on Accreditation for Dietetics Education	●	●
American Institute of Certified Planners/Association of Collegiate Schools of Planning, Planning Accreditation Board	●	—
American Library Association, Committee on Accreditation	●	*
American Occupational Therapy Association Accreditation Council for Occupational Therapy Education	●	●
American Optometric Association Council on Optometric Education	●	●
American Osteopathic Association Bureau of Professional Education	●	●
American Podiatric Medical Association	●	●

* *Accreditors that were not recognized by USDE in 1998-99 but have been recognized in prior years.*

Chart 3

Recognized and Participating Organizations 1998-99 *(continued)*

ACCREDITOR	CHEA Participating Organization	USDE Recognized Organization
American Psychological Association Committee on Accreditation	●	●
American Society for Microbiology, American College of Microbiology	—	*
American Society of Landscape Architects Landscape Architectural Accreditation Board	●	*
American Speech-Language-Hearing Association Council on Academic Accreditation	●	●
American Veterinary Medical Association Council on Education	●	●
Association for Clinical Pastoral Education, Inc., Accreditation Commission	—	●
Association of American Law Schools	●	—
Association of Collegiate Business Schools and Programs	—	*
Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association	●	●
Commission on Accreditation of Allied Health Education Programs	●	*
Commission on Opticianry Accreditation	—	●
Computer Science Accreditation Commission of the Computing Sciences Accreditation Board	●	*
Council for Accreditation of Counseling and Related Education Programs, American Counseling Association	●	—
Council on Chiropractic Education Commission on Accreditation	●	●
Council on Education for Public Health	—	●
Council on Naturopathic Medical Education	—	●
Council on Rehabilitation Education Commission on Standards and Accreditation	●	*
Council on Social Work Education Division of Standards and Accreditation	●	*
Foundation for Interior Design Education Research	●	*
Joint Review Committee on Education in Radiologic Technology	—	●
Joint Review Committee on Educational Programs in Nuclear Medicine Technology	●	●
Liaison Committee on Medical Education	●	●
Montessori Accreditation Council for Teacher Education	—	●
National Accrediting Agency for Clinical Laboratory Sciences	●	●
National Architectural Accrediting Board, Inc.	—	*

* *Accreditors that were not recognized by USDE in 1998-99 but have been recognized in prior years.*

Chart 3

Recognized and Participating Organizations 1998-99 *(continued)*

ACCREDITOR	CHEA Participating Organization	USDE Recognized Organization
National Association of Industrial Technology	—	*
National Association of Nurse Practitioners in Women's Health	—	●
National Association of Schools of Art and Design, Commission on Accreditation	●	●
National Association of Schools of Dance, Commission on Accreditation	●	●
National Association of Schools of Music, Commission on Accreditation, Commission on Non-Degree-Granting Accreditation, and Commission on Community/Junior College Accreditation	●	●
National Association of Schools of Public Affairs and Administration Commission on Peer Review and Accreditation	●	—
National Association of Schools of Theatre, Commission on Accreditation	●	●
National Council for Accreditation of Teacher Education	●	●
National Environmental Health Science and Protection Accreditation Council	—	●
National League for Nursing Accreditation Commission	●	●
National Recreation and Park Association/American Association for Leisure and Recreation, Council on Accreditation	●	—
Society of American Foresters	●	*
United States Catholic Conference Commission on Certification and Accreditation	—	*

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* *Accreditors that were not recognized by USDE in 1998-99 but have been recognized in prior years.*

Chapter IV

State Quality Review of Higher Education

This chapter discusses the state role in external quality review, the most direct form of governmental quality review in the United States—particularly for public institutions. As with non-governmental accreditation, state quality review is typically decentralized across a number of agencies. This division of responsibilities means that the extent of review and the type of oversight may differ according to institutional or program type. Institutions and programs are reviewed for quality in two ways: (1) review for state licensure, which affects private institutions; and (2) state accountability reviews, including budget, policy, and performance reviews, which primarily affect public institutions. Private institutions in many states participate widely in other aspects of state policy formulation and review, though they may not be affected directly by licensure or accountability reporting.

Review for State Licensure

All private institutions must be licensed (sometimes called "authorization" or "approval") to offer degrees, credentials, or certificates at the state level. Public institutions also must be licensed, but that is accomplished when the institution is created by the legislature. It is through licensure review that states typically exercise the most direct form of quality control over private institutions. Licensing laws vary considerably by state, from requiring only the payment of fees with no additional academic or program review, to performing comprehensive program and financial reviews to ensure that basic standards are being met. The following overview describes the general patterns of state licensing review. (The Directories include contact information for relevant state agencies.)

State Licensing Procedures for Institutions

State licensing procedures and standards usually differ according to institutional type. For example, standards for occupational/vocational certificate and non-degree-granting institutions differ from those for degree-granting institutions. States may substitute non-governmental accreditation review for additional state review for those institutions that are accredited, requiring additional state review only for unaccredited institutions. Often, state review responsibilities are divided among two or more agencies, with the agencies responsible for higher education conducting oversight of institutions offering degrees, and an office of postsecondary vocational or technical education overseeing technical and vocational schools. The state Department of Veterans' Affairs may be involved in overseeing programs that enroll veterans, and, often, state cosmetology boards or comparable entities are responsible for overseeing beauty and barber schools.

When additional reviews are required, the areas for review are similar to those used by most accreditors. Institutions are reviewed for financial stability and administrative capacity, overall institutional stability, and general consumer protection to ensure that they are providing the kinds of programs that they claim to offer.

State Procedures for Professional Licensure of Individuals

Most states also have laws that set minimum standards for licensing individuals in the growing number of professions or occupations that require it. Examples of professions where state licensing examinations are the norm include law, architecture, accountancy, engineering, and elementary and secondary school teaching. Most states have professional licensing boards that administer the examinations and, in some cases, offer professional development or review curricula.

The relationship between student success in passing state examinations and institutional quality is of increasing importance. Some states require credential or certificate programs in certain professional areas to report job placement rates and, when relevant, pass rates on state licensing examinations. At present, the public is giving the most attention to teacher education—an area in which state efforts are linking examination pass rates with institutional

quality. Some states also have turned to professional accreditation to strengthen the program standards that students must meet in order to sit for state professional examinations.

State Public Accountability Reviews

In state quality oversight, the area of greatest public policy attention is improved higher education accountability. Accountability initiatives are designed to yield readily understandable public information. Often they include a focus on resource use, efficiency, and effectiveness, as well as other elements of quality. States have long exercised direct policy review of public institutional performance through program reviews, data reporting, and budget review. During the 1970s and most of the 1980s, such reporting and review efforts focused on enrollment access and program expansion.

All 50 states require some kind of higher education assessment and evaluation, and 43 have extended the systems to ensure accountability as well, through public reporting on performance measures and a focus on the use of resources. Although the policies vary from state to state, a review by the University of Michigan Center for the Study of Higher and Postsecondary Education identified four general types:

- **Regulatory:** The state policy is designed to encourage/ensure compliance with regulations; resources may be distributed in part based on successful compliance.
- **Reform:** The policy is designed to encourage/ensure reform of some type.
- **Quality Assurance:** The policy is designed to assure quality.
- **Accountability:** The policy is designed to make institutions accountable to some higher authority, typically the governor and/or the legislature.*

Dominant themes in the new state accountability systems include attention to undergraduate education and student learning outcomes, as well as the connection between institutional quality performance and student learning. Most states require institutions to formulate student learning assessment and outcomes procedures and to set goals to demonstrate improvement in the quality of student learning. In addition to these institutional goal-oriented assessments, more states are turning to quantitative measures of student achievement and institutional performance to document progress and improvement. Quantitative measures may include student attrition, time-to-degree, transfer, articulation, and graduation rates; student entry and exit testing; pass rates on licensing examinations; and employer satisfaction surveys.

The proportion of individual state budgets directed to higher education began to decline in the late 1980s, largely due to other areas' increased demand for state resources. In the late 1990s, state funding for higher education began to increase, but the rate of growth is expected to remain slower than in the past, requiring higher education leaders to continue to compete for increasingly limited resources. Budgets that in the past might have been easily approved now have to demonstrate that the investment in higher education deserves support over such competing areas as K-12 education or social services. In addition, higher education institutions must show that their state monies are being spent on high priority areas, which include the improvement of undergraduate education, basic skills education, and job preparation.

*Nettles, Michael, John Cole, and Sally Sharp. 1997. "Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordination Board and Regional Accreditation Association Policies and Practices." National Center for Postsecondary Improvement. See *www.stanford.edu/group/ncpi/textonly/publications/publications.shtml*.

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Chapter V

The Federal Role in Quality Review

This chapter reviews the federal government's role in overseeing U.S. higher education, especially the U.S. Department of Education's (USDE) focus on institutional accountability and quality review. The USDE has no statutory authority to set standards or define quality for higher education institutions. However, its regulatory activity directly affects accrediting organizations and, through them, indirectly affects institutions. USDE's information-gathering activity also influences institutional quality assurance efforts.

USDE reviews represent only a fraction of the interaction between the federal government and higher education institutions. Colleges and universities are subject to review and reporting requirements from many federal agencies, such as the Environmental Protection Agency, the Occupational Standards and Health Administration, the Equal Employment Opportunity Commission, and the Federal Communications Commission. This *Almanac* focuses only on those aspects of federal oversight that are required for institutions to participate in the federal student aid programs encompassed by the Higher Education Act of 1965 and Title IV of the Act, which authorizes the U.S. Department of Education to administer the federal student financial assistance programs.

The USDE role in institutional review involves three major areas:

- the regulation of accrediting organizations through the federal recognition process;
- information collection that provides the basis for research and consumer information; and
- the enforcement of minimum financial and administrative standards for institutions that participate in federal aid programs.

These areas include many statuatory and regulatory obligations that institutions must meet on a routine basis.

Federal Recognition of Accrediting Organizations

As briefly described in Chapter III, recognition is the means by which the federal government regulates the quality of accrediting organizations. The federal recognition process began in 1952, shortly after the passage of the GI Bill for Korean War veterans. The government determined that some screening for quality was needed. Rather than create a system of its own, it chose to rely on accreditation. A recognition process in the Office of the U.S. Commissioner of Education was established for the purpose of publishing a list of federally recognized accrediting organizations.

The only accrediting organizations that may apply for federal review are those for which federal recognition is required to enable institutions or programs to establish eligibility for student aid or other federal programs. Organizations undergoing federal review are on a cycle with a maximum five-year recognition period (less for organizations in which the USDE review has raised some issues). The review is conducted by USDE staff, and recommendations about accrediting status are made to the Secretary of Education by the National Advisory Committee on Institutional Quality and Integrity (NACIQI), which is composed of non-governmental members appointed by the Secretary of Education.

Organizations without federal recognition cannot certify eligibility for student financial aid or other federal funding. They are not part of the Secretary of Education's regularly published list of recognized accrediting organizations that is made available to the public.

The list of USDE-recognized organizations and additional information about review criteria and NACIQI may be obtained from the Department of Education at *www.ifap.ed.gov/dev_csb/new/agency.nsf.*

Information Collection and Research, Including Consumer Information

IPEDS. Higher education institutions wishing to establish or maintain their eligibility in federal student aid programs must annually provide a wide range of data to the U.S. Department of Education. USDE's primary means of collecting this information is through a series of surveys that together constitute the Integrated Postsecondary Education Data System (IPEDS) database. Most of the data collected through IPEDS surveys are activity measures—data on students, staff, and finances—rather than standards or performance measures. These data are the basis for subsequent analysis and research on higher education throughout the country.

IPEDS SURVEYS

- Institutional Characteristics
- Fall Enrollment
- Fall Enrollment in Occupation-Specific Programs
- Completions
- Salaries, Tenure, and Fringe Benefits of Full-time Instructional Faculty
- Fall Staff (every two years)
- Graduation Rate Survey
- Financial Statistics
- College and University Libraries (every two years)

Reporting of Student/Consumer Information

The federal government also requires institutions to provide current and prospective students with basic consumer information, including accreditation and state licensure status; services for disabled students; information about tuition and financial aid; institutional tuition refund policies; degree, training, and other programs offered; measures of satisfactory progress; faculty and other personnel; and student complaint procedures. Institutions must collect and report on some surrogates for performance in the areas of student attrition and graduation (the Student Right to Know data), campus crime, and the funding of and participation in athletic programs. In addition, institutions participating in campus-based aid programs must comply with drug and alcohol abuse disclosure guidelines.

Student Right to Know and Campus Security Act of 1990. The Student Right to Know and Campus Security Act was established to improve the quality and availability of consumer information about institutions. The law has two parts: Title I (Student Right to Know) and Title II (Campus Security). Under Student Right to Know, institutions are required to compile the graduation or completion rates of all first-time, full-time undergraduates seeking a degree or certificate who enrolled at the institution after July 1, 1996, as well as the graduation and completion rates of students receiving athletic-related aid, disaggregated by race, gender, and sports program. In addition to disclosing these data to prospective students and others, the law requires that the data be reported to USDE, either through the IPEDS Graduation Rate Survey or, for institutions that are members, the National Collegiate Athletic Association (NCAA).

Under Campus Security, institutions participating in the Title IV program must also publish and distribute a campus security report by September 1 of each year. All current students and employees must receive a copy of the publication, and it must be available to prospective students or employees who request a copy. The information reported must include data about the specific types of crime committed during the year, as defined by the Federal Bureau of Investigation Uniform Crime Reporting/National Incident-Based Reporting System, and statistics for the preceding three years. The report also must include a detailed description of the campus security plan, including proper procedures for reporting incidents; security facilities, personnel, and services available to students and employees; and disciplinary actions and procedures. Institutions are not required to send their annual report to USDE unless they are specifically requested to do so.

The law also requires institutions to "alert the campus community" when specific crimes are reported, including murder, sex offenses, robbery, aggravated assault, burglary, car theft, and any offenses that appear to be hate crimes. Specific individuals on campus (such as counselors) are exempt from the requirement to report crimes immediately so that they can assist victims confidentially.

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Federal Financial and Administrative Standards

The federal government also sets and enforces minimum standards of institutional financial stability and administrative capacity for student aid eligibility. General financial and administrative responsibility standards are defined in the Code of Federal Regulations (34 CFR 668.15). An institution is considered financially responsible if it:

- is providing the services advertised in its publications and brochures;
- has the administrative capacity to comply with all of the regulations and standards required for the student financial aid programs;
- is meeting all of its financial obligations, including making refunds, repaying liability and debts to USDE, and being current in any other debt payments;
- is judged fiscally sound through the mechanism of an audit; and
- meets specific financial thresholds, such as equity, net income, and primary reserve ratios, depending on the type of institution.

Whether an institution meets these standards is determined by analyzing information provided annually to the Department of Education. The two key items that must be submitted are an audited financial statement and a compliance audit. Slightly different standards are required for public, private, non-profit, and for-profit institutions because of (1) their accounting conventions vary and (2) the factors evaluated are weighted differently. The Governmental Accounting Standards Board (GASB) sets the accounting standards for public institutions, and the Financial Accounting Standards Board (FASB) sets them for private institutions. The standards treat capital assets differently, which affects how expenditures are reported. Consequently, financial information reported through IPEDS is not comparable across the sectors. For more information, see *www.rutgers.edu/Accounting/raw/gasb* and *www.rutgers.edu/Accounting/raw/fasb*.

Chapter VI

Ranking Services

In the last few years, interest in ranking services developed by commercial publications has increased significantly. Ranking services are listings of institutions or programs based on specific indicators of institutional or program resources or capacity. In general, if an institution or program is listed higher than others, it is judged to have greater resources or capacity than others. These services differ from the other forms of quality review described in the *Almanac* because they are oriented explicitly to the public consumer market and because they produce numerical rankings of institutions or programs on the basis of normative standards of quality.

The Directories include examples of several types of ranking services. While the examples do not capture all of the rankings currently available, they do describe the typical methodologies and audiences that characterize the role of rankings in quality review. No analysis of the usefulness or quality is provided; nor are comparisons made among the various ranking services.

Types of College Rankings

Most publishers gear their rankings toward a specific audience or purpose. Until recently, most of the rankings focused primarily on graduate and professional programs, but substantial growth has occurred in institutional rankings, which are geared more toward undergraduate education. Institutional rankings seek to measure the quality of entire institutions, classifying them by sector or type. For example, there are separate rankings for liberal arts colleges and state universities, and particular focuses such as "best value," which rates affordability and quality. Programmatic or specific rankings are designed to reach particular audiences or to measure certain aspects of an institution. These rankings can range from the most "wired" institutions for new electronic media, to those that are the most activist, to those with the best facilities to serve students with physical disabilities.

Measures of Quality

Most of the ranking services provide clear statements about the methodology used to define and measure quality and rely on traditional measures: academic reputation, faculty resources, finances, and admissions selectivity. Rankings typically are compiled on the basis of a combination of quantitative measures, such as alumni giving, graduation rates, faculty credentials, and student admissions selectivity. They are augmented with information from more qualitative surveys sent to college presidents, faculty, deans, and other academics to gauge academic reputation. Some services survey student perceptions and opinions rather than conduct institutional reviews.

While most ranking services conduct their own research, many obtain information about financing and enrollments from the Integrated Postsecondary Education Data System (IPEDS). Several college rankers also use a private research service to analyze federal data on higher education. While much of the core data used by the different services is reasonably comparable, this does not mean that the rankings themselves are also comparable.

Ranking services have attracted significant public interest. Estimated annual sales revenues from the major news magazines' services were $16 billion (not including advertising revenues).*

Resources

Many of the rankings publishers have websites that provide rankings and information about survey methodology and audience. The University of Illinois at Urbana-Champaign library also maintains a web page with a catalog of the many ranking services. The site includes a detailed listing of rankings providers and references to several related articles. See *www.library.uiuc.edu/edx/rankings.htm*.

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*McDonough, Patricia M., Anthony Lising Antonio, MaryBeth Walpole, and Leonor Perez. 1997. *College Rankings: Who Uses Them and With What Impact*. UCLA Graduate School of Education and Information Studies.

Chapter VII

A Look Beyond: The Changing Structure of External Quality Review

This last chapter briefly describes two phenomena that are influencing the historically decentralized system of external quality review in higher education. The first is the growing pattern of voluntary cooperation among the different participants in higher education quality review, and the second is the centralized and regulatory form of quality review that is evolving in K-12 education. Both have the capacity to alter the structure of external quality review.

Efforts at voluntary cooperation in external quality review have been prompted by internal constituent demands to avoid duplication and multiple layers of quality review, and by emerging distance-based and international education challenges. Cooperation creates alignment among the many independent organizations through which accreditation currently operates.

The emerging pattern of standards-based quality review in K-12 is the result of a public policy agenda that seeks to address the quality of public education through stronger standards and government controls. This approach could have a profound impact on the peer-driven structure of higher education quality review.

Voluntary Cooperation

As the information in the *Almanac* makes clear, there is substantial external quality review in higher education. While some might question the purpose, cost, or effectiveness of the system, it does not lack in complexity or diversity. The commitment to a decentralized, institutional, or program-defined system of quality control is so deep and varied that all institutions and programs can choose from a variety of quality review systems. While there is little support for centralizing or consolidating quality assurance at the national or federal level, there is significant movement toward strengthening coordination and cooperation among external quality review participants. Examples are:

- the federal "Triad";
- the National Postsecondary Education Cooperative;
- the Common Data Set;
- the Joint Commission on Accountability Reporting;
- strengthened voluntary cooperation among regional accreditors; and
- the Association of Specialized and Professional Accreditors and the Council of Recognized National Accrediting Agencies.

The Triad. The tripartite system of federal recognition of accrediting organizations for institutional participation in federal financial aid programs, state licensure, and non-governmental accreditation is referred to as the "Triad." Its purpose is to coordinate the work of accreditors and the two levels of government as each scrutinizes institutions. Communication among federal Title IV administrators, state licensing agencies, and accreditors has increased in the 1990s. U.S. Department of Education officials continue to maintain active networks of state, accreditation, and federal officials involved in the Triad. USDE now sponsors periodic meetings for Triad members to discuss roles and responsibilities, means of enhancing communication, and troubleshooting. The focus is on identifying current and potential problems with Title IV management and cooperating informally to provide assistance to the relevant institutions.

The National Postsecondary Education Cooperative. The National Postsecondary Education Cooperative (NPEC) is a voluntary partnership coordinated by the National Center for Education Statistics (NCES). It links all sectors of the higher education community to enhance the comparability and uniformity of data. NPEC coordinators meet periodically to discuss common data elements, common definitions and standards for electronic exchange

of data, technical assistance programs for providers and users of higher education data, and other efforts that would permit the electronic exchange of data and limit institutional reporting burdens. NPEC projects are currently under way in the following areas: student outcomes, particularly in cognitive development and occupational preparation; workforce development; better data coordination; and data exchanges. NPEC also is involved in efforts to redesign the IPEDS surveys. Information about NPEC can be obtained from its office, located in NCES at 555 New Jersey Avenue, NW, Room 311, Washington, DC 20208-5652, or from the NPEC website at *nces.ed.gov/npec*.

The Common Data Set and Rankings Data Providers. The Common Data Set (CDS) is a voluntary cooperative data collection and analysis activity managed by Wintergreen/Orchard House, an educational publisher. The CDS contains data collected from institutions, such as general information, enrollment and persistence rates, admissions requirements, annual expenses, and financial aid information. Data collected by the U.S. Department of Education's college surveys, including its IPEDS Fall Enrollment Survey, are the basis of the Common Data Set. For more information, see *www.wgoh.com*.

The Joint Commission on Accountability Reporting. The Joint Commission on Accountability Reporting (JCAR) is a cooperative effort initiated in 1994 by the three national presidential higher education associations that primarily represent public institutions: the Association of American State Colleges and Universities (AASCU), the American Association of Community Colleges (AACC), and the National Association of State Universities and Land-Grant Colleges (NASULGC). The group's mission includes recommending common reporting formats for all public institutions to improve information about higher education institutional performance. Areas where common formats, including common data definitions and other information-sharing protocols, have been developed are: student advancement and graduation, student charges (tuition and fees), and transfer rates. Common formats have also been recommended for vocational, occupational, and professional programs and for licensure pass rates, placement rates, and full-time employment figures. At present, JCAR is continuing its work in the area of faculty workload and reporting formats. More information about JCAR, including manuals for common reporting formats, can be obtained from AASCU's website at *www.aascu.org/jcar*.

Regional Accrediting Association Cooperation. Regional accreditors have a long tradition of voluntary cooperation, both to address concerns about institutions that are accredited in more than one region and for the purpose of professional development and general information exchange. Their efforts have been sharpened in recent years, first through the establishment of a Council of Regional Accrediting Commissions and a successful effort to develop common regional eligibility criteria, and more recently in their cooperation with the Western Governors University (WGU).

The common regional eligibility project emerged from an effort to strengthen the meaning and integrity of regional accreditation at the national level while respecting the regions' traditions and differences. The result is a common template of eligibility requirements shared by all regions. Eligibility requirements are conditions that must be met before an institution may be accepted as a candidate for accreditation; they serve as a prescreening device before accreditation review. The interregional agreement does not obligate each region to adopt these criteria verbatim, but the common eligibility requirements are now in place in all of the regions.

In addition to agreeing on general eligibility requirements, four of the regional commissions have developed a common approach to the accreditation of the WGU, a 17-state, competency-based virtual university established in 1997. As a result of cooperation among the regional organizations, representatives of the regions in which WGU operates have met with WGU leaders to discuss eligibility requirements and accreditation standards that (if WGU meets them) ultimately could allow it to be accredited in these regions.

More information about the regional organizations' voluntary efforts can be obtained from the executive directors of any of the regional accrediting commissions; names and telephone numbers are listed in the Directories.

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Voluntary Associations of Specialized and National Accrediting Organizations. The specialized and national accrediting organizations have membership groups at the national level for professional development, public information, and advocacy purposes.

- The Association of Specialized and Professional Accreditors (ASPA): The specialized and professional accrediting organizations formed the Council of Specialized Accrediting Agencies (CSAA) in the early 1970s. The CSAA was dissolved in 1984 and its assets were absorbed into the Council on Postsecondary Accreditation (COPA). At the time that COPA decided to dissolve, ASPA was formed and incorporated as a non-profit organization at the national level. ASPA's primary mission continues to be professional development, advocacy, and improvement in specialized and professional accreditation. For more information about ASPA, contact:

  Cynthia Davenport, Executive Director
  ASPA
  1020 W. Byron Street, Suite 8G
  Chicago, IL 60613-2987
  tel: (773) 525-2160
  fax: (773) 525-2162
  website: *www.aspa-usa.org*

- The Council of Recognized National Accrediting Agencies (CRNAA) is an alliance of seven of the national accrediting organizations: the Accrediting Bureau of Health Education Schools (ABHES), Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT), Accrediting Council for Continuing Education and Training (ACCET), Accrediting Council for Independent Colleges and Schools (ACICS), Council on Occupational Education (COE), Distance Education and Training Council (DETC), and National Accrediting Commission of Cosmetology Arts and Sciences (NACCAS). Like ASPA, CRNAA's primary purpose is professional development, improvement, and advocacy on behalf of national accreditation. For more information, contact:

  CRNAA
  c/o ACICS
  750 First Street, NE, Suite 980
  Washington, DC 20002-4241
  tel: (202) 336-6780
  fax: (202) 842-2593
  (website not available)

Accountability and Standards in K-12 Education

Public concern about the quality and effectiveness of public elementary and secondary schools has led to initiatives at both the state and national levels to strengthen school performance. The school reform effort has made the adoption of assessment and accountability-based models a linchpin of the national effort to strengthen K-12 school quality. While a comprehensive review of the standards and quality review activities in K-12 education would require another *Almanac*, three areas are of particular significance for higher education: the emergence of performance-based accountability systems, the rising incidence of state provisions for academic bankruptcy, and state and national attention to the quality of teacher preparation.

Performance-Based Accountability Systems

Performance-based accountability systems are sometimes described as the capstone of the K-12 standards and assessment movement. They are comprehensive state systems with components that integrate attention to standards and assessments; multiple indicators of student achievement; rewards for districts showing high achievement or significant improvement from one year to the next; and sanctions for poor performance or non-compliance.

In 1997, the Education Commission of the States (ECS) conducted a survey on the status of performance-based accountability systems throughout the country. The survey showed that most states did not have all four of the components in place, yet most had some combination of two or three of them. Only five states had not established standards for student achievement or assessments. More states had sanctions for low-performing districts than rewards for high-performing ones.

One significant difference between K-12 and higher education is that most assessments of K-12 student achievement are measured by standardized tests and other methods that set benchmarks for

minimum performance. Districts that fail to meet minimum standards for student performance or progress receive sanctions in the form of public warnings, interventions by management outside of the district, or even takeovers in cases of academic bankruptcy. In higher education, standards typically are mission-based review criteria rather than benchmarked norms, and they apply to institutions and programs rather than to students. Student outcomes and achievement are relatively new additions to higher education's external review process.

Academic Bankruptcy

Another phenomenon with implications for higher education quality assurance is the increasing use of academic bankruptcy procedures at the state level. States have long had the capacity to assume financial control over local school districts that fail financially. Such procedures are being extended to enable states to take over academic stewardship of districts that fail to meet performance standards. By 1997, 22 states had developed academic bankruptcy laws that enforce state performance standards through a number of steps ranging from a series of warnings and provisions, to potential state takeover of the school, to closure and out-placement. In many states, failing districts face removal of accreditation.

For further information about state performance-based accountability systems and academic bankruptcy, see the Education Commission of the States' "Academic Bankruptcy Policy Brief," available on the ECS website at *www.ecs.org*.

Quality of Teacher Education

Federal and state governments' attention to the quality of teacher preparation has the potential to link the K-12 reform and accountability movement directly to quality review in higher education. States' movements toward strengthening teacher education have been gaining momentum for the past several years as a number of states have moved toward state examinations for prospective teachers. According to the National Association of State Directors of Teacher Education and Certification, 28 states now require that prospective teachers pass examinations in the subject areas they plan to teach, in addition to meeting existing state requirements for credentialing and examination. Thirteen more states test teachers on their teaching skills as well as their knowledge of their primary subject.

State-based initiatives also may be fueled by increased federal attention to teacher education. The recent (1998) reauthorization of the Higher Education Act (HEA) provides funding and incentives for new state/federal partnerships to enhance teacher education, both to improve quality and to reduce the national shortage of qualified teachers. The law establishes three new programs:

- *Partnership Grants.* Designed to match colleges or universities with schools and state education boards to stimulate improvements in teacher training programs. Funds are to be used to implement changes in teacher education programs in order to enhance the programs' quality and accountability. Funds also may be used to improve pre-service clinical student teaching and mentoring and to strengthen professional development for teachers already employed. (HEA, Title II, Section 203)

- *State Grants.* Awarded to state agencies responsible for teacher certification or preparation to implement initiatives to improve prospective teachers' academic content knowledge and teaching skills. (HEA, Title II, Section 202)

- *Teacher Recruitment.* Grants may be awarded to states to strengthen teacher recruitment. Funds may be used for scholarships, support services, and direct district-level recruitment. (HEA, Title II, Section 204)

The 1998 reauthorization of the Higher Education Act requires two sets of "report cards": one from states receiving funding under the Act, and one from colleges and universities that have teacher education programs that enroll students receiving federal financial assistance under the Act. (HEA, Title II, Section 207)

States must report their standards for initial teacher certification or licensure; the pass rates of the candidates, by teacher preparation program; and information concerning alternative routes to teacher certification, including the percentage of candidates within each state who achieve licensure or certification by such alternative routes. The Secretary of Education is required to report to

Congress, and must include a comparison of states' efforts to improve teaching quality.

Colleges and universities conducting teacher preparation programs must report the pass rate of the institution's graduates on the teacher certification or licensure assessments of the state in which the institution is located; information on the faculty-student ratio in supervised practice teaching; and, in states that approve or accredit teacher education programs, a statement of whether the institution's program is so approved or accredited.

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The cooperative efforts among the participants in external quality review are having an immediate impact on its structure. These activities are augmenting the current work of accreditors and government, and are enriching external quality review. By comparison, the K-12 regulatory model of quality review has not had an appreciable impact to date. However, its emphasis on performance-based accountability, especially when linked to scrutiny of teacher education, may have implications for the future structure of external quality review of higher education.

Summary of Websites

The following websites are cited in the text of the Almanac. *Websites for accrediting organizations are listed in the Directories.*

Association of Specialized and Professional Accreditors ..... *www.aspa-usa.org*

Common Data Set from Wintergreen/Orchard House ..... *www.wgoh.com*

Council for Higher Education Accreditation ..... *www.chea.org*

Education Commission of the States ..... *www.ecs.org*

Federal Government Websites:

Federally recognized accrediting organizations and recognition criteria ..... *www.ifap.ed.gov/dev_csb/new/agency.nsf*

U.S. Department of Education ..... *www.ed.gov*

Financial Accounting Standards Board ..... *www.rutgers.edu/Accounting/raw/fasb*

Governmental Accounting Standards Board ..... *www.rutgers.edu/Accounting/raw/gasb*

Joint Commission on Accountability Reporting ..... *www.aascu.org/jcar*

National Center for Postsecondary Improvement ..... *www.stanford.edu/group/ncpi/textonly/publications/publications.shtml*

National Postsecondary Education Cooperative ..... *nces.ed.gov/npec*

Ranking Services—National research on ranking services from the University of Illinois at Urbana-Champaign ..... *www.library.uiuc.edu/edx/rankings.htm*

Teacher Education, K-12 ..... *www.aacte.org*

Directory of **Accrediting Organizations: Regional, National, and Specialized and Professional**

Directory of **State Agencies**

Directory of **Ranking Services**

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The information in the Directories was supplied by the accrediting organizations and state agencies in 1998-99. Ranking services information was obtained from public sources in 1998-99. The information has been reformatted but otherwise not edited by CHEA. The terminology used by the different organizations is not standardized, and thus there will be some discrepancies among the organizations in their responses to different items.

The *Almanac* lists accreditors that are or have been recognized by the U.S. Department of Education or are participating organizations in the Council for Higher Education Accreditation.

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Directory of
Accrediting Organizations: Regional, National, and Specialized and Professional

Contact Information

Name of Organization: **Middle States Association of Colleges and Schools Commission on Higher Education**

Scope: Institutions of higher education and a limited number of freestanding American-style institutions abroad that are chartered or licensed by an appropriate agency within the Middle States region.

States in Region: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and U.S. Virgin Islands.

Address: 3624 Market Street, Philadelphia, PA 19104-2680

Telephone: (215) 662-5606
Fax: (215) 662-5501
E-mail Address: info@msache.org
Website: *www.msache.org*

Executive Director: Jean Avnet Morse

Date Founded: 1919 (Commission on Higher Education: the Middle States Association was founded in 1887)

Publications Information: See website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 23 elected officials and one ex-officio member. At least one-seventh of the elected members do not currently hold professional positions in education and broadly represent the public interest. The remaining members, currently active professional and administrative staff of member institutions, are elected with consideration given to a geographic and organizational distribution that reflects the constituents' institutions.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions: 492

Range of Types of Institutions, by Carnegie Category: Accredits Specialized, Liberal Arts, Comprehensive, Research, Doctorate-granting, and Two-year Institutions (Middle States does not use the Carnegie Categories).

Estimated Total Annual Headcount Enrollment at Accredited Institutions: 2,411,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Comprehensive visit every ten years. Additional visits may be required by commission action.

Interim and/or Annual Reporting Requirements: A Periodic Review Report is required in the fifth year following a comprehensive visit. The commission requires annual reporting of organizational data. Additional reporting is required as requested by the commission.

Number of Institutions Monitored in 1998: 94, of which 12 required a visit and 82 were asked to submit a report only.

Stated Purpose of Accreditation: Quality assurance and quality improvement.

Contact Information

Name of Organization:	**New England Association of Schools and Colleges** **Commission on Institutions of Higher Education**
Scope:	Institutions that award bachelor's, master's, or doctoral degrees and two-year degree-granting institutions that include in their offerings degrees in liberal arts and general studies.
States in Region	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and other geographic areas in which the commission now conducts accrediting activities.
Address:	209 Burlington Road, Bedford, MA 01730-1433
Telephone:	(781) 271-0022 ext. 313
Fax:	(781) 271-0950
E-mail Address:	cihe@neasc.org
Website:	*www.neasc.org*
Executive Director:	Charles M. Cook
Date Founded:	1885
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of six presidents/CEOs, nine faculty/academic administrators, and three public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	209
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities I and II, Master's Comprehensive Colleges I and II, Baccalaureate Liberal Arts Colleges I, Baccalaureate Colleges II, and Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	250,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits every ten years; interim visits as stipulated.
Interim and/or Annual Reporting Requirements:	All institutions on a ten-year cycle must submit a report at the fifth year addressing specified concerns and otherwise demonstrating continued fulfillment of the Standards for Accreditation. Every institution submits an annual report on such items as enrollment and finance, as well as any changes it might have undergone. In addition, individual colleges and universities may be asked to undergo evaluations focused on matters identified by the commission and to submit progress reports on matters of concern.
Number of Institutions Monitored in 1998:	87 (1997)
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**New England Association of Schools and Colleges** **Commission on Technical and Career Institutions**
Scope:	Secondary institutions with vocational-technical programs at the 13th and 14th level, and postsecondary institutions of higher education that provide primarily vocational-technical education at the certificate, associate, and baccalaureate degree levels.
States in Region	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont; International schools and colleges.
Address:	209 Burlington Road, Bedford, MA 01730-1433
Telephone:	(781) 271-0022 ext. 316
Fax:	(781) 271-0950
E-mail Address:	rmandeville@neasc.org
Website:	*www.neasc.org*
Executive Director:	Richard E. Mandeville
Date Founded:	1885
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of five presidents/CEOs, 13 faculty/administrators, and three public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	133
Range of Types of Institutions, by Carnegie Category:	Member institutions offer the bachelor's and associate of science and/or associate of applied science degrees.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	140,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits every ten years; interim visits every five years.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions Monitored in 1998:	72
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**North Central Association of Schools and Colleges** **Commission on Institutions of Higher Education**
Scope:	Degree-granting institutions (graduate and undergraduate) of higher education.
States in Region:	Arkansas, Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming, and the Navajo Nation.
Address:	30 North LaSalle Street, Suite 2400, Chicago, IL 60602
Telephone:	(800) 621-7440; (312) 263-0456
Fax:	(312) 263-7462
E-mail Address:	info@ncacihe.org
Website:	*www.ncacihe.org*
Executive Director:	Steven D. Crow
Date Founded:	1895
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The policymaking board is composed of four presidents/CEOs, nine faculty/academic administrators, and three public members. The new distributed decision-making structures involve 26 members of the Institutional Actions Council (six are public members) and 130 members of the Accreditation Review Council (seven are public members). Each council's decisions are made by smaller subgroups on which one of the public members always sits.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	960
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities I and II, Master's Comprehensive Colleges I and II, Baccalaureate Liberal Arts Colleges I, Baccalaureate Colleges II, and Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	Fall 1997: Undergraduate Headcount: 3,947,084; Graduate Headcount: 646,128 Total: 4,593,212

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every ten years; interim reports and visits are varied.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions Monitored in 1998:	123 comprehensive evaluations for continued or initial affiliation, 52 focused visits, and 112 reports required in addition to the annual report (1997-98).
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**Northwest Association of Schools and Colleges Commission on Colleges**
Scope:	Institutions of higher education that award associate, bachelor's, master's, and/or doctoral degrees.
States in Region:	Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.
Address:	11130 NE 33rd Place, Suite 120, Bellevue, WA 98004
Telephone:	(425) 827-2005
Fax:	(425) 827-3395
E-mail Address:	pjarnold@cocnasc.org
Website:	*www.cocnasc.org* (In Progress)
Executive Director:	Sandra E. Elman
Date Founded:	1917
Publications Information:	Contact Commission on Colleges.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 26 individuals, including ten individuals representing baccalaureate or higher degree-granting institutions, eight individuals representing less than baccalaureate degree-granting institutions, four public representatives, two out-of-region representatives, one chair, and one ex officio.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	149
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities I and II, Master's Comprehensive Universities and Colleges I and II, Baccalaureate Liberal Arts Colleges I, Baccalaureate Colleges II, and Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	975,872

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits required every ten years; interim visits required every five years.
Interim and/or Annual Reporting Requirements:	Annual report required.
Number of Institutions Monitored in 1998:	20 comprehensive, 11 regular interim, 23 focused, and 22 progress.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Southern Association of Colleges and Schools Commission on Colleges**
Scope:	Degree-granting institutions of higher education.
States in Region:	Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and Latin America.
Address:	1866 Southern Lane, Decatur, GA 30033-4097
Telephone:	(404) 679-4500
Fax:	(404) 679-4558
E-mail Address:	jrogers@sacscoc.org
Website:	*www.sacs.org*
Executive Director:	James T. Rogers
Date Founded:	1895
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 77 members, including 11 public members and 66 institutional representatives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	776
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities I and II, Master's Comprehensive Universities and Colleges I and II, Baccalaureate Liberal Arts Colleges I, Baccalaureate Colleges II, and Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	3,390,079

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive reviews every ten years, interim reports every five years.
Interim and/or Annual Reporting Requirements:	Interim reports are required every five years as changes occur within institutions. Institutions must submit financial information annually, as well as any follow-up from the last comprehensive review.
Number of Institutions Monitored in 1998:	93
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**Western Association of Schools and Colleges** **Accrediting Commission for Community and Junior Colleges**
Scope:	Public and private postsecondary institutions offering one or more educational programs of two academic years in length that grant the associate degree and seek accreditation under ACCJC criteria.
States in Region:	California, Hawaii, American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, and Guam.
Address:	3402 Mendocino Avenue, Santa Rosa, CA 95403-2244
Telephone:	(707) 569-9177
Fax:	(707) 569-9179
E-mail Address:	accjc@aol.com
Website:	*www.wascweb.org*
Executive Director:	David B. Wolf
Date Founded:	1962
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 14 institutional representatives and five public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	137
Range of Types of Institutions, by Carnegie Category:	Accredits Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	1,324,638

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits every six years, with mid-term reports.
Interim and/or Annual Reporting Requirements:	Annual reports due May 1; other reports as required.
Number of Institutions Monitored in 1998:	37, of which ten are standard mid-term reports.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Western Association of Schools and Colleges** **Accrediting Commission for Senior Colleges and Universities**
Scope:	The accreditation and preaccreditation of senior colleges and universities.
States in Region:	California, Hawaii, the Commonwealth of the Northern Mariana Islands, and Guam.
Address:	985 Atlantic Avenue, Suite 100, Alameda, CA 94501
Telephone:	(510) 748-9001
Fax:	(510) 748-9797
E-mail Address:	wascsr@wascsenior.edu
Website:	*www.wascweb.org*
Executive Director:	Ralph A. Wolff
Date Founded:	1924
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 17 institutional representatives and four public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions:	144
Range of Types of Institutions, by Carnegie Category:	Accredits Research Universities I and II, Doctoral Universities I and II, Master's Comprehensive Colleges I and II, Baccalaureate Liberal Arts Colleges I, and Baccalaureate Colleges II.
Estimated Total Annual Headcount Enrollment at Accredited Institutions:	643,217

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	50% of visits occur on a ten-year cycle; 50% of visits occur on a five-year or special visit cycle.
Interim and/or Annual Reporting Requirements:	Fifty percent of institutions are required to submit progress/fifth-year reports. All institutions must submit annual reports.
Number of Institutions Monitored in 1998:	36
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Regional

Contact Information

Name of Organization: **Accrediting Association of Bible Colleges Commission on Accreditation**

Scope: Bible colleges and institutions offering undergraduate programs.

States/Countries within Scope: United States, all U.S. Territories, and Canada.

Address: Box 780339, Orlando, FL 32878-0339

Telephone: (407) 207-0808
Fax: (407) 207-0840
E-mail Address: exdir@aabc.org
Website: *www.aabc.org*

Executive Director: Ralph E. Enlow, Jr.

Date Founded: 1947

Publications Information: Contact AABC for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of ten individuals employed by member institutions and two business or community leaders.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 86

Range of Types of Institutions, by Carnegie Category: Accredits theological seminaries, Bible colleges, and other institutions offering degrees in religion.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 31,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Initially accredited institutions or programs are visited after five years. Following the five-year period, institutions or programs are visited on a ten-year cycle.

Interim and/or Annual Reporting Requirements: Annual reports required.

Number of Institutions or Programs Monitored in 1998: 43

Stated Purpose of Accreditation: Quality assurance and quality improvement.

National

Contact Information

Name of Organization:	**Accrediting Bureau of Health Education Schools**
Scope:	Postsecondary institutions specializing in allied health education, medical assistance education programs in the private sector, and medical laboratory technician education programs in the public and private sectors.
States/Countries within Scope:	United States
Address:	803 West Broad Street, Suite 730, Falls Church, VA 22046
Telephone:	(703) 533-2082
Fax:	(703) 533-2095
E-mail Address:	abhes@erols.com
Website:	*www.abhes.org*
Executive Director:	Carol Moneymaker
Date Founded:	1964
Publications Information:	Contact ABHES for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of five individuals employed by member institutions, one representative of a non-member higher or postsecondary education institution, one business or community leader, and two practitioners.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	200
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	25,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits occur once during an accreditation cycle.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions or Programs Monitored in 1998:	65
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization: **Accrediting Commission of Career Schools and Colleges of Technology**

Scope: Private, postsecondary degree and non-degree-granting institutions, primarily occupational or technical in nature.

States/Countries within Scope: United States, Puerto Rico, and abroad.

Address: 2101 Wilson Boulevard, Suite 302, Arlington, VA 22201

Telephone: (703) 247-4212
Fax: (703) 247-4533
E-mail Address: info@accsct.org
Website: *www.accsct.org*

Executive Director: Elise Scanlon

Date Founded: 1967

Publications Information: Contact ACCSCT for available publications. Also on website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of seven individuals employed by member institutions and six representatives of non-member higher education or postsecondary education institutions.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 753 institutions; 3,878 programs

Range of Types of Institutions, by Carnegie Category: Accredits Baccalaureate Colleges II, Associate of Arts Colleges, and other specialized institutions.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 352,150

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits every five years (minimum).

Interim and/or Annual Reporting Requirements: Every accredited school must submit an annual report and other responses to commission inquiries as directed.

Number of Institutions or Programs Monitored in 1998: 498

Stated Purpose of Accreditation: Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Accrediting Council for Continuing Education and Training**
Scope:	Institutions of higher education that offer non-collegiate continuing education programs.
States/Countries within Scope:	United States and Puerto Rico.
Address:	1722 N Street, NW, Washington, DC 20036
Telephone:	(202) 955-1113
Fax:	(202) 955-1118
E-mail Address:	rjwilliams@accet.org
Website:	*www.accet.org*
Executive Director:	Roger J. Williams
Date Founded:	1974
Publications Information:	Contact ACCET for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The commission is composed of between 11 and 15 members. Five of the commissioners are public commission members; all others represent member institutions.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	230 institutions
Range of Types of Institutions, by Carnegie Category:	Accredits specialized institutions.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	700,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits occur between every one and five years.
Interim and/or Annual Reporting Requirements:	Every fiscal year, financial and enrollment information must be submitted. Every calendar year, completion, placement, and other data must be submitted.
Number of Institutions or Programs Monitored in 1998:	In 1998, approximately 80 institutions were monitored for the purpose of reaccreditation or initial accreditation.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure examinations, and public information about specific institutions or programs.

National

Contact Information

Name of Organization:	**Accrediting Council for Independent Colleges and Schools**
Scope:	Business and business-related institutions awarding certificates/diplomas; occupational associate's degree; academic associate's degree; baccalaureate degree; and master's degree.
States/Countries within Scope:	United States/International.
Address:	750 First Street, NE, Suite 980, Washington, DC 20002-4241
Telephone:	(202) 336-6780
Fax:	(202) 842-2593
E-mail Address:	sparker1@acics.org
Website:	*www.acics.org*
Executive Director:	Stephen D. Parker
Date Founded:	1912
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of ten individuals employed by member institutions and four public representatives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	615
Range of Types of Institutions, by Carnegie Category:	Accredits Master's Comprehensive Universities and Colleges I, Baccalaureate Colleges II, and Associate of Arts Colleges.
Estimated Total Annual Headcount Enrollment at Accredited Institutions or Programs:	300,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits occur at a maximum of every six years and an average of four-and-a-half years.
Interim and/or Annual Reporting Requirements:	Annual organizational and financial reports required.
Number of Institutions or Programs Monitored in 1998:	25%
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission**
Scope:	Degree-granting Rabbinical and Talmudic Schools.
States/Countries within Scope:	United States and Canada.
Address:	175 Fifth Avenue, Room 711, New York, NY 10010
Telephone:	(212) 477-0950
Fax:	(212) 533-5335
Executive Director:	Bernard Fryshman
Date Founded:	1973 (current format; 1944 for antecedent organization)
Publications Information:	Contact AARTS for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of five academicians of senior faculty rank at regionally accredited institutions, three Roshei Yeshive (academic/administrative heads of school), and two public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	56
Range of Types of Institutions, by Carnegie Category:	Accredits theological seminaries, Bible colleges, and other institutions offering degrees. AARTS-accredited institutions provide the postsecondary undergraduate experience for the young people in the Orthodox Jewish community. The instructional programs are centered around the Talmud and prepare individuals for advanced scholarship and research, and for entry into a program leading to ordination as rabbis. Students are also qualified to enter conventional graduate and professional schools.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	12,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Until 1998, accreditation was offered for a maximum of five years; exemplary institutions were eligible for seven. The period of accreditation was extended in 1998 to seven years, with exemplary schools eligible for ten.
Interim and/or Annual Reporting Requirements:	In the coming year, AARTS will institute a more structured monitoring program for schools granted accreditation for periods greater than five years.
Number of Institutions or Programs Monitored in 1998:	No institutions currently are being monitored for cause. Regular contact is maintained with institutions, with added focus on schools for which visiting teams made recommendations for improvement.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, public information, and general enhancement of the field.

National

Contact Information

Name of Organization: **Association of Theological Schools in the United States and Canada Commission on Accreditation**

Scope: Graduate professional and graduate academic theological schools, seminaries, and divinity schools.

States/Countries within Scope: United States and Canada.

Address: 10 Summit Park Drive, Pittsburgh, PA 15275-1103

Telephone: (412) 788-6505
Fax: (412) 788-6510
E-mail Address: ats@ats.edu
Website: *www.ats.edu*

Executive Director: Daniel O. Aleshire

Date Founded: 1918

Publications Information: See website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of nine individuals employed by member institutions, one representative from a non-member institution, and one denominational representative.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 146 out of 204 accredited schools have regional accreditation.

Range of Types of Institutions, by Carnegie Category: Accredits Research Universities I and II, Doctoral Universities II, Master's Comprehensive Universities and Colleges I and II, and Theological Seminaries, Bible Colleges, and other institutions offering degrees in religion.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 60,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits required no less than every ten years.

Interim and/or Annual Reporting Requirements: Annual statistical report required.

Number of Institutions or Programs Monitored in 1998: 55 reports requested between January 1998 and May 1998.

Stated Purpose of Accreditation: Quality assurance, quality improvement, and public information about specific institutions or programs.

National

Contact Information

Name of Organization:	**Council on Occupational Education**
Scope:	Postsecondary occupational/technical education institutions through applied associate-degree level.
States/Countries within Scope:	United States and Bahamas.
Address:	41 Perimeter Center East, NE, Suite 640, Atlanta, GA 30346
Telephone:	(800) 917-2081; (770) 396-3898
Fax:	(770) 396-3790
E-mail Address:	bowmanh@council.org
Website:	*www.council.org*
Executive Director:	Harry L. Bowman
Date Founded:	1971 (as Commission on Occupational Education Institutions, Southern Association of Colleges and Schools)
Publications Information:	Contact COE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The accrediting decision-making board is composed of 12 individuals employed by member institutions within their jurisdiction (nine administrators and three instructional personnel), three business or community leaders, and four at-large members who may or may not be affiliated with COE-accredited institutions.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	348
Range of Types of Institutions, by Carnegie Category:	Accredits specialized institutions (technical education institutions).
Estimated Total Annual Full-Time Enrollment in Accredited Institutions or Programs:	258,041 full-time equivalent enrollment.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits at least every six years.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions or Programs Monitored in 1998:	Approximately 75.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

National

Contact Information

Name of Organization: **Distance Education and Training Council Accrediting Commission**

Scope: Private and non-private distance education institutions at the certificate and associate through master's degree levels.

States/Countries within Scope: National and International.

Address: 1601 18th Street, NW, Washington, DC 20009

Telephone: (202) 234-5100
Fax: (202) 332-1386
E-mail Address: detc@detc.org
Website: *www.detc.org*

Executive Director: Michael P. Lambert

Date Founded: 1926

Publications Information: Contact DETC for available publications or visit website to view listing.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of three individuals employed by member institutions and four business or community leaders who represent the public interest.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 53 postsecondary institutions.

Range of Types of Institutions, by Carnegie Category: Accredits Master's Comprehensive Universities and Colleges II, Baccalaureate Colleges II, Associate of Arts Colleges, Schools of Business and Management, and Other Specialized Institutions.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: Approximately 3,000,000.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits once every five years.

Interim and/or Annual Reporting Requirements: Annual reports required.

Number of Institutions or Programs Monitored in 1998: 4

Stated Purpose of Accreditation: Quality assurance, quality improvement, preparation for licensure examinations, and public information about specific institutions and programs.

Contact Information

Name of Organization:	**National Accrediting Commission of Cosmetology Arts and Sciences**
Scope:	Institutions and programs in cosmetology, manicuring, barbering, aesthetics, and related areas.
States/Countries within Scope:	United States
Address:	901 North Stuart Street, Suite 900, Arlington, VA 22203
Telephone:	(703) 527-7600
Fax:	(703) 527-8811
E-mail Address:	mkgross@erols.com
Website:	*www.naccas.org*
Chief Executive Officer:	Mark Gross
Date Founded:	1968
Publications Information:	Contact NACCAS for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of seven individuals who own member institutions, three representatives of non-member institutions of higher or postsecondary education, and three individuals who own cosmetology salons.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	1,000
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	90,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits once every five years, or more frequently as necessary.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions or Programs Monitored in 1998:	Approximately 400
Stated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure examinations, and public information about specific institutions or programs.

Contact Information

Name of Organization: **Transnational Association of Christian Colleges and Schools Accrediting Commission**

Scope: Christian postsecondary institutions (liberal arts colleges/universities, graduate schools/seminaries, Bible colleges, institutes) offering certificates, diplomas, or degrees (associate, bachelor's, or graduate).

States/Countries within Scope: United States and its territories.

Address: PO Box 328, Forest, VA 24551

Telephone: (804) 525-9539
Fax: (804) 525-9538
E-mail Address: tracs@lynchburg.net
Website: *www.tracs.org*

Executive Director: Russell Guy Fitzgerald

Date Founded: 1979

Publications Information: Contact TRACS for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 11 individuals employed by member institutions, one representative from a non-member higher education or postsecondary institution, three public representatives, and one legal counsel.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 19

Range of Types of Institutions, by Carnegie Category: Accredits Doctoral Universities II, Baccalaureate Liberal Arts Colleges I, Baccalaureate Colleges II, Associate of Arts Colleges, Theological Seminaries, Bible Colleges and other institutions offering degrees in religion, and other certificate-offering Bible institutions.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 12,289

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/Interim Visits: Visits every five years or as required.

Interim and/or Annual Reporting Requirements: Annual reports are due by October 31. Progress reports are due by January 15.

Number of Institutions or Programs Monitored in 1998: 19 accredited institutions/programs; 13 preaccredited institutions/programs; and approximately 13 applicants.

Stated Purpose of Accreditation: Quality assurance, quality improvement, preparation for licensure examination, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**AACSB — The International Association for Management Education**
Scope:	Baccalaureate, master's, and doctoral degree programs in business and accounting.
States/Countries within Scope:	In 1999, 370 programs in seven countries: 355 in the United States, seven in Canada, two in Europe, two in Mexico, two in Asia, one in Central America, and one in the United Kingdom.
Address:	600 Emerson Road, Suite 300, St. Louis, MO 63141-6762
Telephone:	(314) 872-8481
Fax:	(314) 872-8495
E-mail Address:	No information submitted.
Website:	*www.aacsb.edu*
Managing Director and Director of Accreditation:	Milton R. Blood
Date Founded:	1916
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 23 members, including seven representatives of non-accredited institutions, three corporate representatives, four representatives from international institutions, and an Executive Committee of five officers, a majority of whom are representatives of accredited institutions. The peer review team makes decisions on accreditation. The Accreditation Committee or the board may raise questions that can be referred to the peer review team.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	In 1999, 370 programs in seven countries: 355 in the United States, seven in Canada, two in Europe, two in Mexico, two in Asia, one in Central America, and one in the United Kingdom.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	700,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every ten years.
Interim and/or Annual Reporting Requirements:	Reporting required every one to five years.
Stated Purpose of Accreditation:	Excellence in management education through continuous quality improvement, self-evaluation, and peer review.

Contact Information

Name of Organization: **Accreditation Board for Engineering and Technology, Inc.**

Scope: Basic baccalaureate and advanced master's level programs in engineering, and associate and baccalaureate degree programs in engineering technology and engineering-related programs.

States/Countries within Scope: United States

Address: 111 Market Place, Suite 1050, Baltimore, MD 21202

Telephone: (410) 347-7700
Fax: (410) 625-2238
E-mail Address: abet@abet.org
Website: *www.abet.org*

Executive Director: George D. Peterson

Date Founded: 1932

Publications Information: Contact ABET for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board has approximately 75% representation by individuals employed by member institutions and 25% representation by industry practitioners. In addition, the board includes three public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: Approximately 2,300 programs.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits every six years.

Interim and/or Annual Reporting Requirements: Interim reports required.

Number of Institutions or Programs Monitored in 1998: No information submitted.

Stated Purpose of Accreditation: Quality assurance and quality improvement.

Contact Information

Name of Organization: **Accreditation Commission for Acupuncture and Oriental Medicine**

Scope: First professional, master's degree, and master's level programs in acupuncture and Oriental medicine.

States/Countries within Scope: United States and Canada.

Address: 1010 Wayne Avenue, Suite 1270, Silver Spring, MD 20910

Telephone: (301) 608-9680
Fax: (301) 608-9576
E-mail Address: acaom1@compuserve.com
Website: Not established.

Executive Director: Dort S. Bigg

Date Founded: 1982

Publications Information: Contact ACAOM for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of three public members, three institutional members representing acupuncture schools, and three practitioners of acupuncture.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 32

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: Approximately 6,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits performed as needed.

Interim and/or Annual Reporting Requirements: Annual reports required; interim reports required as necessary.

Number of Institutions or Programs Monitored in 1998: 14

Stated Purpose of Accreditation: Quality assurance, quality improvement, and preparation for licensure examinations.

Contact Information

Name of Organization:	**Accrediting Commission on Education for Health Services Administration**
Scope:	Graduate programs in health services administration.
States/Countries within Scope:	United States and Canada.
Address:	730 11th Street, NW, 4th Floor, Washington, DC 20001
Telephone:	(202) 638-5131
Fax:	(202) 638-3429
E-mail Address:	Accredcom@aol.com
Website:	*moneky.bmi.missouri.edu/acehsa*
Executive Director:	Andrea Barone-Wodjouatt
Date Founded:	1968
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 15 individuals, including 13 appointed by corporate sponsors and two public members appointed by members of the commission.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	67 accredited programs; 17 candidates for accreditation.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Site and interim visits are conducted on an individual basis per program. There are no set guidelines.
Interim and/or Annual Reporting Requirements:	Progress reports are required from programs based on commission voting.
Number of Institutions or Programs Monitored in 1998:	13 site visits and 32 progress reports between July 1, 1998, and June 30, 1999.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Accrediting Council on Education in Journalism and Mass Communications**
Scope:	Journalism and mass communications in institutions of higher learning.
States/Countries within Scope:	National and International.
Address:	University of Kansas School of Journalism Stauffer-Flint Hall, Lawrence, KS 66045
Telephone:	(785) 864-3986
Fax:	(785) 864-5225
E-mail Address:	sshaw@ukans.edu
Website:	*www.ukans.edu/~acejmc*
Executive Director:	Susanne Shaw
Date Founded:	1945
Publications Information:	Contact ACEJMC for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 26 educators, 23 professionals, and public members, including the chair of the National Commission on Libraries and Information Science and the dean of the university library.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	109
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1,853,775 in institutions; 58,536 in programs (estimated).

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Normally, the review cycle is six years. Report committee may request an interim site visit.
Interim and/or Annual Reporting Requirements:	Starting with schools receiving accreditation in 1998-99, interim reports will be filed during the second year of the accrediting cycle.
Number of Institutions or Programs Monitored in 1998:	3
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**American Academy for Liberal Education**
Scope:	Institutions of higher education and programs within institutions of higher education that offer liberal arts degrees at the baccalaureate level or a documented equivalency.
States/Countries within Scope:	United States
Address:	1700 K Street, NW, Suite 901, Washington, DC 20006
Telephone:	(202) 452-8611
Fax:	(202) 452-8620
E-mail Address:	jwallin@aale.org
Website:	*www.aale.org*
President:	Jeffrey D. Wallin
Date Founded:	Incorporated in 1992
Publications Information:	Contact AALE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of one individual employed by a member institution, five representatives of non-member higher or postsecondary education institutions, and nine business or community leaders.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	5
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	4,428 (1997)

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits once every eight years for accredited institutions/programs and once every three years for pre-accredited institutions/programs.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions or Programs Monitored in 1998:	None.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**American Association for Marriage and Family Therapy** **Commission on Accreditation for Marriage and Family Therapy**
Scope:	Clinical training programs in marriage and family therapy at the master's, doctoral, and post-graduate levels.
States/Countries within Scope:	United States, Puerto Rico, U.S. territories, and Canada.
Address:	1133 15th Street, NW, Suite 300, Washington, DC 20005-2710
Telephone:	(202) 452-0109
Fax:	(202) 232-2329
E-mail Address:	dkaveny@aamft.org
Website:	*www.aamft.org*
Director:	Donald Kaveny
Date Founded:	1946
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of nine members, including seven professionals from the marriage and family therapy field and two public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	91
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Approximately 2,500 in programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every six years.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions or Programs Monitored in 1998:	85
Stated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure examination, and public information about specific institutions or programs.

Specialized & Professional

Contact Information

Name of Organization: **American Association of Family and Consumer Sciences, Council on Accreditation**

Scope: Accredits units in postsecondary institutions in the United States and its territories having educational programs (majors) leading to a baccalaureate degree or degrees through which professionals are prepared for a career in family and consumer sciences or one of the profession's career specializations.

States/Countries within Scope: United States and its territories.

Address: 155 King Street, Alexandria, VA 22314
Telephone: (703) 706-4600
Fax: (703) 706-4663
E-mail Address: achadwick@aafcs.org
Website: *www.aacfs.org*

Executive Director: Ann Collins Chadwick

Date Founded: 1909

Publications Information: See website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of six elected members, two appointed members who are practicing professionals, two appointed public members, and one board liaison who does not vote.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 59

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits required every ten years.

Interim and/or Annual Reporting Requirements: Annual report required of every accredited program.

Number of Institutions or Programs Monitored in 1998: 2 on provisional status.

Stated Purpose of Accreditation: To provide a voluntary external evaluation of units in higher education that represent the family and consumer sciences profession and to recognize those units.

Contact Information

Name of Organization:	**American Association of Nurse Anesthetists** **Council on Accreditation of Nurse Anesthesia Educational Programs**
Scope:	Institutions and programs of nurse anesthesia at the certificate, master's, or doctoral degree levels.
States/Countries within Scope:	United States and all U.S. territories.
Address:	222 South Prospect, Suite 304, Park Ridge, IL 60068-4010
Telephone:	(847) 692-7050
Fax:	(847) 692-7137
E-mail Address:	bhorton@aana.com
Website:	*www.aana.com*
Executive Director:	Betty J. Horton
Date Founded:	1975
Publications Information:	Contact AANA for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of four certified registered nurse anesthetist educators, two certified registered nurse anesthetist practitioners, one hospital administrator, one university representative, one public representative, one student representative, and one physician.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	84
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	2,404

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every two to ten years.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions or Programs Monitored in 1998:	14
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for certification examination.

Specialized & Professional

Contact Information

Name of Organization: **American Bar Association**
Council of the Section of Legal Education and Admissions to the Bar

Scope: The accreditation of law schools.

States/Countries within Scope: United States

Address: Indiana University
550 West North Street, Indianapolis, IN 46202

Telephone: (317) 264-8340
Fax: (317) 264-8355
E-mail Address: jwhite@iupui.edu
Website: *www.abanet.org/legaled*

Executive Director: James P. White, Consultant of Legal Education, ABA

Date Founded: 1893

Publications Information: Contact the ABA Service Center at 1-800-258-2221.

Composition of Accrediting Decision-Making Board

Composition: The Accreditation Committee of the ABA's Section of Legal Education and Admissions to the Bar is composed of members from the academic community, the judiciary, the profession, and the public. The initial decision to continue provisional or full approval of a school is made by the Accreditation Committee. However, when the granting or removal of provisional or full approval is involved, the Accreditation Committee makes a recommendation to the council. The council, in turn, informs the ABA's House of Delegates of its action, but the final decision is made by the council.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 182

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 131,833

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Every seven years for fully approved schools; yearly for provisionally approved schools.

Interim and/or Annual Reporting Requirements: Annual questionnaire submitted by each school.

Number of Institutions of Programs Monitored in 1998:

31 Sabbatical visits	20 Post-JD visits
4 Provisional visits	7 Part-time program visits
5 Application visits	38 Foreign program visits

Stated Purpose of Accreditation: Quality assurance, quality improvement, and preparation for licensure examinations.

Contact Information

Name of Organization:	**American Board of Funeral Services Education Committee on Accreditation**
Scope:	Funeral service education programs and institutions offering associate and bachelor's degrees.
States/Countries within Scope:	United States
Address:	38 Florida Avenue, Portland, ME 04103
Telephone:	(207) 878-6530
Fax:	(207) 797-7686
E-mail Address:	gconnic1@maine.rr.com
Website:	*www.abfse.edu*
Executive Director:	George P. Connick
Date Founded:	1958 (1948 as antecedent organization)
Publications Information:	Contact ABFSE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of six individuals employed by member institutions, two public members of member institutions' governing boards, and two representatives of the funeral service profession.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	48
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	3,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every seven years.
Interim and/or Annual Reporting Requirements:	Annual renewal reports required.
Number of Institutions or Programs Monitored in 1998:	1
Stated Purpose of Accreditation:	Quality assurance.

Specialized & Professional

Contact Information

Name of Organization:	**American College of Nurse-Midwives Division of Accreditation**
Scope:	Midwifery.
States/Countries within Scope:	United States
Address:	818 Connecticut Avenue, NW, Suite 900, Washington, DC 20006
Telephone:	(202) 728-9860
Fax:	(202) 728-9897
E-mail Address:	educ@acnm.org
Website:	*www.midwife.org*
Executive Director:	Betty Watts Carrington
Date Founded:	1955
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The governing board is composed of ten members, including one public representative. The review board is composed of nine members, including one public representative.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	45
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	450

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	One visit required prior to pre-accreditation, five years after initial accreditation, and every eight years for all subsequent accreditation.
Interim and/or Annual Reporting Requirements:	Annual monitoring report required.
Number of Institutions or Programs Monitored in 1998:	14 comprehensive reviews.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for certification examinations.

Contact Information

Name of Organization:	**American Council for Construction Education Board of Trustees**
Scope:	Four-year baccalaureate degree programs and two-year associate degree programs in construction education.
States/Countries within Scope:	United States and Canada.
Address:	1300 Hudson Lane, Suite 3, Monroe, LA 71201-6054
Telephone:	(318) 323-2816
Fax:	(318) 323-2413
E-mail Address:	Not established.
Website:	Not established.
Executive Director:	Daniel E. Dupree, Executive Vice President
Date Founded:	1974
Publications Information:	Contact ACCE.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 17 industry association trustees, 17 construction academic trustees, five construction industry trustees, and five public interest trustees.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	55
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every three or six years.
Interim and/or Annual Reporting Requirements:	All accredited programs must submit three-year interim reports. Some are required to submit one- and two-year interim reports.
Number of Institutions or Programs Monitored in 1998:	All programs.
Stated Purpose of Accreditation:	To promote and improve construction education at the postsecondary level.

Specialized & Professional

Contact Information

Name of Organization:	**American Council of Pharmaceutical Education**
Scope:	Professional degree programs leading to the baccalaureate and doctoral degrees of pharmacy.
States/Countries within Scope:	United States
Address:	311 West Superior, Chicago, IL 60610
Telephone:	(312) 664-3575
Fax:	(312) 664-4652
E-mail Address:	No information submitted.
Website:	*www.acpe-accredit.org*
Executive Director:	Peter H. Vlasses (effective January 2000)
Date Founded:	1932
Publications Information:	Contact ACPE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of nine individuals employed by member institutions, three public members of governing boards from member institutions, and one representative of a non-member higher or postsecondary education institution.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	81
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Please contact the American Association of Colleges of Pharmacy.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits every six years.
Interim and/or Annual Reporting Requirements:	Interim reporting required when necessary.
Number of Institutions or Programs Monitored in 1998:	18
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**American Culinary Federation, Inc.**
Scope:	Associate degrees, diplomas, and certificates in culinary arts that are more than 1,000 contact hours in length.
States/Countries within Scope:	United States, Canada, and the Caribbean.
Address:	10 San Bartola Drive, St. Augustine, FL 32086
Telephone:	(904) 824-4468
Fax:	(904) 825-4758
E-mail Address:	wrhea@acfchefs.net
Website:	*www.acfchefs.org*
Executive Director:	Walter Rhea
Date Founded:	1929
Publications Information:	Contact Erin Neville, Communications Department.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of seven individuals.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	104
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	20,000 in programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits occur every three to seven years.
Interim and/or Annual Reporting Requirements:	Annual report required.
Number of Institutions or Programs Monitored in 1998:	18 programs (initial and renewal).
Stated Purpose of Accreditation:	To standardize training in culinary arts.

Contact Information

Name of Organization: **American Dental Association Commission on Dental Accreditation**

Scope: Dental education programs leading to the DDS or DMD degrees; dental auxiliary education programs (dental assisting, dental hygiene, and dental laboratory technology); and advanced dental educational programs (general practices residency, advanced general dentistry, and the specialties of dental public health, endodontics, oral pathology, orthodontics, oral and maxillofacial surgery, pediatric dentistry, periodontics, and prosthodontics).

States/Countries within Scope: United States

Address: 211 East Chicago Avenue, 18th Floor, Chicago, IL 60611

Telephone: (800) 621-8099; (312) 440-4653
Fax: (312) 440-2915
E-mail Address: hartk@ada.org
Website: *www.ada.org*

Executive Director: Karen M. Hart

Date Founded: 1975

Publications Information: Contact ADA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board generally is composed of four members appointed by the American Dental Association; four active, life, or retired members of the American Dental Association selected by the American Association of Dental Examiners (excluding faculty members from schools of dentistry); four active, life, or retired members of the American Dental Association selected by the American Association of Dental Schools; one certified dental assistant; one licensed dental hygienist; one certified dental laboratory technician; one student; one dentist for each ADA-recognized dental specialty; one dentist representing postdoctoral general dentistry; and four consumers who are neither dentists nor allied dental personnel.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 1,350 programs (the majority do not grant degrees).

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: Approximately 40,000 in programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits every seven years.

Interim and/or Annual Reporting Requirements: Annual survey required. Progress reports required at six-month intervals until compliance is achieved.

Number of Institutions or Programs Monitored in 1999: 525 (programs between January and July 1999).

Stated Purpose of Accreditation: Quality assurance, quality improvement, preparation for licensure examinations (indirectly—not part of mission), and public information about specific institutions or programs.

Contact Information

Name of Organization: **American Dietetic Association Commission on Accreditation for Dietetics Education**

Scope: Associate degree dietetic technician programs, baccalaureate and graduate degree coordinated dietetics programs, and post-baccalaureate dietetic internships.

States/Countries within Scope: United States and U.S. territories.

Address: 216 West Jackson Boulevard, Suite 800, Chicago, IL 60606-6995

Telephone: (312) 899-4872
Fax: (312) 899-4817
E-mail Address: bmitche@eatright.org
Website: *www.eatright.org/caade*

Executive Director: Beverly E. Mitchell

Date Founded: 1917

Publications Information: To order CAADE publications, contact the ADA Education and Accreditation Team for information. Call (312) 899-5400, e-mail: education@eatright.org, or visit the website (see above).

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of between three and five individuals employed by member institutions, one to two representatives of non-member higher or postsecondary education institutions, one to two business or community leaders, one student, and three to five dietetics practitioners.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 350

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 6,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits every ten years.

Interim and/or Annual Reporting Requirements: Reports on program evaluation and outcomes assessment are due at five-year intervals. Reports on program enrollment and completion are required annually. Reports on major changes are required as they occur.

Number of Institutions or Programs Monitored in 1998: 57

Stated Purpose of Accreditation: Quality assurance, quality improvement of preparation for entry to dietetics profession, and public information about specific programs.

Contact Information

Name of Organization:	**American Institute of Certified Planners/Association of Collegiate Schools of Planning, Planning Accreditation Board**
Scope:	Accredits bachelor's and master's programs in planning.
States/Countries within Scope:	United States and Canada.
Address:	Merle Hay Tower, Suite 302, 3800 Merle Hay Road, Des Moines, IA 50310
Telephone:	(515) 252-0729; (515) 252-0733
Fax:	(515) 252-7404
E-mail Address:	fi_pab@netins.net
Website:	*www.netins.net/showcase/pab_fi66*
Executive Director:	Beatrice Clupper
Date Founded:	1984
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of eight members including one public representative; one recent planning student; three planning educators; one citizen planner; and two practitioners.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	69 institutions; 79 programs.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	5,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every five years.
Interim and/or Annual Reporting Requirements:	Annual report required.
Number of Institutions or Programs Monitored in 1998:	79 programs.
Stated Purpose of Accreditation:	To foster high standards for professional education in planning.

Contact Information

Name of Organization:	**American Library Association, Committee on Accreditation**
Scope:	Master's level programs of education for library and information studies.
States/Countries within Scope:	United States and Canada.
Address:	50 East Huron Street, Chicago, IL 60611
Telephone:	(800) 545-2433; (800) 545-2432
Fax:	(312) 280-2433
E-mail Address:	No information submitted.
Website:	*www.ala.org/accreditation.html*
Executive Director:	Ann O'Neill, Office for Accreditation William R. Gordon, Executive Director, ALA
Date Founded:	1924; 1956 reestablished as the Committee on Accreditation
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 12 members, including ten members of ALA and two public representatives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	56
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	No information submitted.
Interim and/or Annual Reporting Requirements:	Statistical reports are required annually and narratives are required every two years.
Number of Institutions or Programs Monitored in 1998:	10 (calendar year).
Stated Purpose of Accreditation:	To improve the quality of library and information sciences through the improvement of professional education for librarians and information professionals.

Contact Information

Name of Organization:	**American Occupational Therapy Association Accreditation Council for Occupational Therapy Education**
Scope:	Entry-level professional occupational therapy programs and occupational therapy assistant programs.
States/Countries within Scope:	United States, Puerto Rico, and Scotland.
Address:	4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220
Telephone:	(301) 652-2682
Fax:	(301) 652-7711
E-mail Address:	dorisg@aota.org
Website:	*www.aota.org*
Director, Accreditation Dept.:	Doris Gordon
Date Founded:	1923
Publications Information:	Contact AOTA for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 17 members, including the chairperson; four occupational therapists with expertise in entry-level professional occupational therapy education representing baccalaureate, master's, and doctorate degree levels; four occupational therapists or occupational therapy assistants with expertise in technical-level occupational therapy education; two occupational therapists with expertise in professional-level fieldwork education; one occupational therapist or occupational therapy assistant with expertise in technical fieldwork education; one occupational therapy assistant with expertise in technical-level fieldwork education; two occupational therapy administrators or occupational therapists with special expertise; one public member representing higher education consumers; and one public member representing health care consumers.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	290: 125 occupational therapy programs, 165 occupational therapy assistant programs.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	24,409 in 278 programs (1998-99).

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits once every five or seven years for initially accredited programs; five, seven, or ten years for re-accredited programs.
Interim and/or Annual Reporting Requirements:	Biennial reports required.
Number of Institutions or Programs Monitored in 1998:	83
Stated Purpose of Accreditation:	Quality assurance, quality improvement, public information about specific institutions or programs, and preparation for national certification examination.

Contact Information

Name of Organization:	**American Optometric Association** **Council on Optometric Education**
Scope:	Professional optometric degree programs (doctoral level), optometric residency programs (certificate level), and optometric associate degree programs.
States/Countries within Scope:	United States and Canada.
Address:	243 North Lindbergh Boulevard, St. Louis, MO 63141
Telephone:	(314) 991-4100
Fax:	(314) 991-4101
E-mail Address:	jlurbeck@theaoa.org
Website:	*www.aoanet.org*
Executive Director:	Joyce Urbeck, Administrative Director
Date Founded:	1934
Publications Information:	Accreditation manuals and lists of accredited programs available.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 11 members, including three practitioners, three educators, two state licensing board members, two public representatives, and one optometric technician.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	19 professional optometric degree programs (doctoral level), six optometric technician programs, and 104 optometric residencies (postdoctoral certificate).
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits required every seven years maximum; interim visits are required as necessary.
Interim and/or Annual Reporting Requirements:	Annual report required.
Number of Institutions or Programs Monitored in 1998:	19 site visits; annual reports from all other programs.
Stated Purpose of Accreditation:	To assure the continuing quality of programs subject to the accreditation process.

Contact Information

Name of Organization: **American Osteopathic Association Bureau of Professional Education**

Scope: Programs leading to the DO degree; organizational accreditation of freestanding institutions of osteopathic medicine.

States/Countries within Scope: United States

Address: Department of Education, AOA
142 East Ontario Street, Chicago, IL 60611

Telephone: (312) 202-8048
Fax: (312) 202-8202
E-mail Address: kretz@aoa-net.org; jcrosby@aoa-net.org
Website: *www.am-osteo-assn.org*

Executive Director: Konrad C. Retz, Director, Department of Education, Secretary to the Bureau
John B. Crosby, Executive Director of AOA

Date Founded: 1897 (as American Association for the Advancement of Osteopathy)

Publications Information: Contact AOA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of three public members, two representatives from the American Association of Colleges of Osteopathic Medicine, one representative from the American Osteopathic Healthcare Association, one representative from the AOA Bureau of Small States, two postdoctoral educators, two representatives from specialty colleges, one representative from a specialty board, and one AOA member at large.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 16 colleges have accreditation; three colleges have provisional accreditation.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 8,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Full comprehensive visit required every seven years.

Interim and/or Annual Reporting Requirements: Annual written reports required.

Number of Institutions or Programs Monitored in 1998: 19 colleges.

Stated Purpose of Accreditation: Quality assurance.

Contact Information

Name of Organization:	**American Podiatric Medical Association**
Scope:	Colleges of podiatric medicine.
States/Countries within Scope:	United States
Address:	9312 Old Georgetown Road, Bethesda, MD 20814-2752
Telephone:	(301) 581-9200
Fax:	(301) 571-4903
E-mail Address:	artinkleman@apma.org
Website:	*www.apma.org/cpme*
Executive Director:	Alan R. Tinkleman
Date Founded:	1918
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 11 members, including eight at-large representatives, two public representatives, and one postsecondary educator.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	7
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	2,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits required every eight years; interim visits are required as necessary.
Interim and/or Annual Reporting Requirements:	Annual statistical report required; interim progress reports required at the four-year mark.
Number of Institutions or Programs Monitored in 1998:	4
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization: **American Psychological Association Committee on Accreditation**

Scope: Doctoral programs in clinical, counseling, school, and combined professional-scientific psychology; pre-doctoral internship programs in professional psychology; and postdoctoral residency programs in professional psychology.

States/Countries within Scope: United States, U.S. territories, and Canada.

Address: Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE, Washington, DC 20002-4242

Telephone: (202) 336-5979
Fax: (202) 336-5978
E-mail Address: apaaccred@apa.org
Website: *www.apa.org/ed/accred.html*

Executive Director: Susan Zlotlow

Date Founded: APA has been accrediting programs since 1948.

Publications Information: Contact APA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of ten seats reserved for individuals in professional schools and training programs, four seats reserved for practitioners of the profession representing independent and organizational practice, two seats reserved for the general public, and one seat reserved for a representative of graduate schools of psychology. Four seats are reserved for academic leaders in psychology graduate education.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 329 doctoral programs, 455 internships, and 5 postdoctoral programs.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 20,825 in doctoral programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: For doctoral programs, visits once every seven years minimum; for internships and postdoctoral programs, visits once every five years minimum.

Interim and/or Annual Reporting Requirements: Annual updates required.

Number of Institutions or Programs Monitored in 1998: Approximately 50 programs were required to submit a detailed progress report on a specific area of concern, in addition to the annual report.

Stated Purpose of Accreditation: Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**American Society for Microbiology, American College of Microbiology**
Scope:	Postdoctoral programs in clinical microbiology and immunology.
States/Countries within Scope:	United States
Address:	1752 N Street NW, Washington, DC 20036
Telephone:	(202) 942-9225
Fax:	(202) 942-9380
E-mail Address:	college@asmusa.org
Website:	*www.asmusa.org*
Executive Director:	Michael Goldberg
Date Founded:	1899
Publications Information:	Contact by telephone, fax, or e-mail request.

Composition of Accrediting Decision-Making Board

Composition:	Chair, public member, and a minimum of six microbiologists or immunologists.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	11
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	11

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Accredited up to seven years.
Interim and/or Annual Reporting Requirements:	Annual report required; attend meeting at least every other year.
Number of Institutions or Programs Monitored in 1998:	2
Stated Purpose of Accreditation (and all AABB Activities):	To promote and encourage excellence in the training of microbiologists and immunologists.

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Contact Information

Name of Organization:	**American Society of Landscape Architects** **Landscape Architectural Accreditation Board**
Scope:	First professional degrees at the bachelor's or master's level.
States/Countries within Scope:	United States
Address:	636 I Street, NW, Washington, DC 20001-3736
Telephone:	(202) 898-2444
Fax:	(202) 898-1185
E-mail Address:	rleighton@asla.org
Website:	*www.asla.org*
Executive Director:	Ronald C. Leighton, Director of Academic Relations
Date Founded:	ASLA 1899; Accreditation since 1920s
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed 12 members, including three public members, three educators, three practitioners, one representative from a licensing group, one representative of an educator, and one representative from a professional society.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	46 baccalaureate programs and 29 master's programs.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	5,600

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits occur every five years.
Interim and/or Annual Reporting Requirements:	Annual report required.
Number of Institutions or Programs Monitored in 1998:	18
Stated Purpose of Accreditation:	To promote quality education and assurance to both the profession and the public, to encourage diversity and creativity, to encourage regular review, and to assist each program.

Contact Information

Name of Organization: **American Speech-Language-Hearing Association**
Council on Academic Accreditation

Scope: Master's and entry-level doctoral programs in speech-language pathology and audiology. (Academic accreditation is the responsibility of the Council on Academic Accreditation [CAA] in Audiology and Speech-Language Pathology.)

States/Countries within Scope: United States

Address: 10801 Rockville Pike, Rockville, MD 20852

Telephone: (301) 897-5700
Fax: (301) 571-0481
E-mail Address: ptice@asha.org
Website: *www.asha.org*

Director of Credentialing: Patrima Tice

Date Founded: ASHA was founded in 1925; predecessors of CAA began the work of accrediting master's degree programs in 1965. CAA's current structure and charge were established in 1996.

Publications Information: Contact ASHA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 11 voting members and two non-voting ex officio representatives as follows:

- seven academic members from the faculty/staff of accredited educational programs, including at least one with clinical teaching (supervision) as his or her primary role, and at least four who have served as academic program accreditation site visitors;
- three clinical practitioners from non-academic settings, including at least one with experience in supervising students and/or clinical fellows, one audiologist, and one speech-language pathologist; and
- one public member.

The ASHA executive director, or his or her designee, and the chair of the body that establishes certification standards are non-voting, ex officio members.

Five members represent the area of hearing, four hold the Certificate of Clinical Competence in audiology, five represent the area of speech-language pathology, and four hold the Certificate of Clinical Competence in speech-language pathology; no more than one individual from a specific education institution or clinical facility may serve on the council.

Adjunctive or complementary appointment to a university program shall not disqualify practitioner members, provided they are employed full time in a non-university setting.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 224

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 10,000-11,000

(continued)

Specialized & Professional

American Speech-Language-Hearing Association *(continued)*

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Site visits are conducted as part of the full accreditation or re-accreditation review every five to eight years, depending on the accreditation cycle. Interim site visits are conducted as warranted by information from annual reports.
Interim and/or Annual Reporting Requirements:	Accredited programs are expected to submit reports annually. Candidate programs are required to submit reports every six months.
Number of Institutions or Programs Monitored in 1998:	29
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public recognition of programs that meet established standards.

Contact Information

Name of Organization:	**American Veterinary Medical Association Council on Education**
Scope:	Programs leading to professional degrees (DVM or DMV) in veterinary medicine.
States/Countries within Scope:	National and International.
Address:	Education and Research Division 1931 North Meacham Road, Suite 100, Schaumburg, IL 60173
Telephone:	(800) 248-2862; (847) 925-8070
Fax:	(847) 925-1329
E-mail Address:	AVMAINFO@avma.org
Website:	*www.avma.org*
Executive Director:	Donald G. Simmons
Date Founded:	1863
Publications Information:	Contact the AVMA Division of Education and Research.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of academics and practitioners, a member at large, a Canadian Veterinary Medical Association member, and public members elected by the Council on Education.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	27 programs in the United States, four programs in Canada, and three programs in another foreign country.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	8,800 in four-year programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every seven years.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions or Programs Monitored in 1998:	33
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for licensure examinations.

Contact Information

Name of Organization:	**Association for Clinical Pastoral Education, Inc., Accreditation Commission**
Scope:	Programs in clinical pastoral education and supervisory clinical pastoral education.
States/Countries within Scope:	United States
Address:	1549 Claremont Road, Suite 103, Decatur, GA 30033-4611
Telephone:	(404) 320-1472
Fax:	(404) 320-0849
E-mail Address:	71210.2243@compuserve.com
Website:	*www.acpe-edu.org*
Executive Director:	Stuart A. Plummer, Interim
Date Founded:	1967
Publications Information:	Contact ACPE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 12 individuals from member institutions, one representative of a non-member higher or postsecondary education institution, and one health care administrator from an outside jurisdiction.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	322
Range of Types of Institutions, by Carnegie Category:	N/A
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	6,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits at ten-year intervals.
Interim and/or Annual Reporting Requirements:	Five-year intervals for full, written self-study. Annual report required.
Number of Institutions or Programs Monitored in 1998:	28
Stated Purpose of Accreditation:	Quality assurance, quality improvement, public information about specific institutions or programs, and compliance with current ACPE standards.

Contact Information

Name of Organization:	**Association of American Law Schools**
Scope:	Schools and programs in legal education offering the JD degree.
States/Countries within Scope:	United States
Address:	1201 Connecticut Avenue, NW, Suite 800, Washington, DC 20036-2605
Telephone:	(202) 296-8851
Fax:	(202) 296-8869
E-mail Address:	cmonk@aals.org
Website:	*www.aals.org*
Executive Director:	Carl Monk
Date Founded:	1900
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 11 members, including two public members and four legal educators.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	162
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	113,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits required every seven years. Interim visits required as necessary.
Interim and/or Annual Reporting Requirements:	Interim report required as necessary. No annual report required.
Number of Institutions or Programs Monitored in 1998:	Approximately 30 site visits; additional 30 to 35 written reports on specific issues.
Stated Purpose of Accreditation:	To improve the legal profession through legal education.

Contact Information

Name of Organization:	**Association of Collegiate Business Schools and Programs**
Scope:	Associate, baccalaureate, and graduate degree programs.
States/Countries within Scope:	United States and International.
Address:	7007 College Boulevard, Suite 420, Overland Park, KS 66211
Telephone:	(913) 339-9356
Fax:	(913) 339-6226
E-mail Address:	Not established.
Website:	*www.acbsp.org*
Executive Director:	Roy N. Moore
Date Founded:	1988
Publications Information:	No information submitted.

Composition of Accrediting Decision-Making Board

Composition:	The board of commissioners for associate degree programs is composed of nine members from the associate degree commission and one public member. The board of commissioners for baccalaureate/graduate degrees is composed of nine members from the baccalaureate/graduate degree commission and one public member.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	250 (137 associate; 113 baccalaureate/graduate)
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	350,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every ten years, or more often if needed.
Interim and/or Annual Reporting Requirements:	Fully accredited institutions are required to submit a report every three years covering the three years. Conditionally accredited institutions are required to submit an annual report.
Number of Institutions or Programs Monitored in 1998:	250
Stated Purpose of Accreditation:	To promote accountability and continuous academic improvements.

Contact Information

Name of Organization:	**Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association**
Scope:	Professional programs that prepare physical therapists to enter the profession at the baccalaureate, master's, and clinical doctorate degree levels; and entry-level paraprofessional programs that prepare physical therapist assistants at the associate degree level.
States/Countries within Scope:	United States, Puerto Rico, U. S. territories, Canada, The Netherlands, and France.
Address:	1111 North Fairfax Street, Alexandria, VA 22314
Telephone:	(703) 706-3245
Fax:	(703) 684-7343
E-mail Address:	vnieland@apta.org
Website:	*www.apta.org*
Executive Director:	Virginia Nieland
Date Founded:	Began reviewing programs in 1928. Implemented program for accreditation of programs in 1977.
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The Commission on Accreditation in Physical Therapy Education is composed of 26 individuals who serve on one of three panels. The commissioners are individuals with special expertise and experience as on-site evaluators representing categories such as physical therapist and physical therapist assistant educators, basic scientists, physicians, educational administrators, clinicians, employers, and public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	4,168 programs
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1997-98 Academic Year: 21,759 students in accredited physical therapist education programs and 10,734 students in the accredited physical therapist assistant education programs.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Programs seeking candidate for accreditation status are visited by a reader/consultant prior to action on the program. Full visits are required prior to granting a term (cycle) of accreditation. The term of accreditation for programs receiving initial accreditation is five years. Programs seeking to continue accreditation are awarded accreditation for a maximum of eight years. Interim visits may occur if the institution seeks accreditation of an additional program at a site previously not visited by the agency or if there exist areas of continued noncompliance that may jeopardize the accreditation status. CAPTE may request that a focus visit occur if it determines one is needed to gather or validate information about the program.

(continued)

Commission on Accreditation in Physical Therapy Education *(continued)*

Interim and/or Annual Reporting Requirements:	All accredited and developing programs are required to submit demographic information in the Biennial Accreditation Report, which is due on even-numbered years, highlighting changes related to the evaluative criteria and commenting on the impact of the changes on the program.
Number of Institutions or Programs Monitored in 1998:	In November 1999, there were 191 accredited physical therapist education programs and 277 physical therapist assistant education programs. At that time, there were also 25 developing physical therapist education programs and 21 developing physical therapist assistant programs, for a total of 535 accredited and developing physical therapy education programs.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**Commission on Accreditation of Allied Health Education Programs**
Scope:	Certificate, associate's, bachelor's, and master's degrees.
States/Countries within Scope:	United States
Address:	35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208
Telephone:	(312) 553-9355
Fax:	(312) 553-9616
E-mail Address:	caahep@caahep.org
Website:	*www.caahep.org*
Executive Director:	Kathleen Megivern
Date Founded:	1994
Publications Information:	Bimonthly newsletter to members only.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of four representatives of committees on accreditation, four representatives of professional organizations, two public members, and four representatives of accredited programs (educational institutions).

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	1,825
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	87,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits vary with each of the 18 committees. The usual time between comprehensive reviews is approximately five years.
Interim and/or Annual Reporting Requirements:	Most require an annual report.
Number of Institutions or Programs Monitored in 1998:	No information submitted.
Stated Purpose of Accreditation:	To assure quality programs for preparation of qualified allied health professionals.

Contact Information

Name of Organization: **Commission on Opticianry Accreditation**

Scope: Two-year programs for associate degrees in ophthalmic dispensing and one-year certificate programs for ophthalmic laboratory technology.

States/Countries within Scope: United States and Puerto Rico.

Address: 10341 Democracy Lane, Fairfax, VA 22030-2521

Telephone: (703) 352-8028
Fax: (703) 691-3929
E-mail Address: coa@erols.com
Website: *www.COAccreditation.com*

Director of Accreditation: Amy Hammer

Date Founded: 1985 (recognized by U.S. Department of Education)

Publications Information: Contact COA for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 12 commissioners; four are appointed by the National Academy of Opticianry, four by the Opticians Association of America, and two by the National Federation of Opticianry Schools. Two public members are appointed by the commission.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 25 two-year associate degree programs, 3 one-year certificate programs.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 700

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Accreditation periods range from two to six years.

Interim and/or Annual Reporting Requirements: Annual reports due April 1 and October 1.

Number of Institutions or Programs Monitored in 1998: 25 two-year programs
3 one-year programs

Stated Purpose of Accreditation: Quality assurance, quality improvement, preparation for licensure examinations, and public information about specific institutions or programs and opticianry education.

Contact Information

Name of Organization:	**Computer Science Accreditation Commission of the Computing Science Accreditation Board**
Scope:	Baccalaureate programs that prepare students for entry into the computer sciences profession.
States/Countries within Scope:	United States and its territories.
Address:	184 North Street, Stamford, CT 06901
Telephone:	(203) 975-1117
Fax:	(203) 975-1222
E-mail Address:	csab@csab.org
Website:	*www.csab.org*
Executive Director:	Patrick M. LaMalva
Date Founded:	1985
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of academic, business, and government representatives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	160 programs
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every three years.
Interim and/or Annual Reporting Requirements:	Interim and annual reports required depending on accreditation status.
Number of Institutions or Programs Monitored in 1998:	156
Stated Purpose of Accreditation:	To satisfy criteria of the Computer Science Accreditation Commission (CSAC).

Contact Information

Name of Organization: **Council for Accreditation of Counseling and Related Education Programs, American Counseling Association**

Scope: Master's degree programs designed to prepare individuals for community counseling, marriage and family counseling/therapy, mental health counseling, school counseling, and student affairs practice in higher education. Doctoral-level programs in counselor education and supervision.

States/Countries within Scope: United States and Canada.

Address: 5999 Stevenson Avenue, Alexandria, VA 22304
Telephone: (703) 823-9800
Fax: (703) 823-1581
E-mail Address: cacrep@aol.com
Website: *www.counseling.org/CACREP*

Executive Director: Carol L. Bobby

Date Founded: 1981

Publications Information: No information submitted.

Composition of Accrediting Decision-Making Board

Composition: Membership on the CACREP Board of Directors currently consists of 17 voting individuals who are appointed as representatives to the board by sustaining member organizations or constituent member organizations, or as public representatives. Each representative shall serve a term of three years. Representatives may serve for no more than two consecutive three-year terms.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 136 institutions.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Visits occur every seven years.

Interim and/or Annual Reporting Requirements: Each accredited program is required to submit a mid-cycle report to be completed at the end of the third year of accreditation.

Number of Institutions or Programs Monitored in 1998: 28

Stated Purpose of Accreditation: To provide leadership and promote excellence in professional preparation through the accreditation of counseling and related educational programs. CACREP is dedicated to: (1) encouraging and promoting the continuing development and improvement of preparation programs, and (2) preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.

Contact Information

Name of Organization:	**Council on Chiropractic Education Commission on Accreditation**
Scope:	Doctor of chiropractic programs and single-purpose institutions offering the doctor of chiropractic program.
States/Countries within Scope:	United States
Address:	8049 North 85th Way, Scottsdale, AZ 85258
Telephone:	(480) 443-8877
Fax:	(480) 483-7333
E-mail Address:	cce@adata.com
Website:	*www.cce-usa.org*
Executive Vice President:	Paul D. Walker
Date Founded:	1971
Publications Information:	Contact CCE for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of two individuals employed by member institutions, two public members, and five doctors of chiropractic medicine.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	16
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	14,455

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits at five-year intervals.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions or Programs Monitored in 1998:	No information submitted.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about chiropractic education.

Contact Information

Name of Organization:	**Council on Education for Public Health**
Scope:	Schools of public health, community health education programs, and community health/ preventive medicine programs.
States/Countries within Scope:	United States
Address:	800 Eye Street, NW, Suite 202, Washington, DC 20001
Telephone:	(202) 789-1050
Fax:	(202) 789-1895
E-mail Address:	patevans@ceph.org
Website:	*www.ceph.org*
Executive Director:	Patricia Evans
Date Founded:	1974
Publications Information:	Contact CEPH for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of five individuals employed by member institutions, two public members of governing boards from member institutions, and three practitioners.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	63
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	15,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits approximately every seven years.
Interim and/or Annual Reporting Requirements:	Annual data reports required.
Number of Institutions or Programs Monitored in 1998:	7
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**Council on Naturopathic Medical Education**
Scope:	Institutions and graduate programs in naturopathy that lead to the degree of doctor of naturopathy (ND) or doctor of naturopathic medicine (NMD).
States/Countries within Scope:	United States
Address:	PO Box 11426, Eugene, OR 97440-3626
Telephone:	(541) 484-6028 (Information Line) (541) 687-7183 (Executive Director)
Fax:	(541) 343-8675
E-mail Address:	dir@cnme.org
Website:	*www.cnme.org*
Executive Director:	Robert Lofft
Date Founded:	1978
Publications Information:	Contact CNME for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of four individuals employed by member institutions, three representatives of non-member higher or postsecondary education institutions, and five naturopathic physicians.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	2
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1,150

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every five years (minimum).
Interim and/or Annual Reporting Requirements:	Annual reports due January 1.
Number of Institutions or Programs Monitored in 1998:	Two accredited and two candidates for accreditation.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for licensure examinations.

Specialized & Professional

Contact Information

Name of Organization: **Council on Rehabilitation Education**
Commission on Standards and Accreditation

Scope: Graduate programs in rehabilitation counseling.

States/Countries within Scope: United States

Address: 1835 Rohlwing Road, Suite E, Rolling Meadows, IL 60008
Telephone: (847) 394-1785
Fax: (847) 394-2108
E-mail Address: patters@polaris.net
Website: *www.core-rehab.org*

Executive Director: Jeanne Patterson

Date Founded: 1972

Publications Information: See website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of two representatives from the American Rehabilitation Counseling Association, one representative from the Council of State Administrators of Vocational Rehabilitation, two representatives from the National Council on Rehabilitation Education, two representatives from the National Rehabilitation Counseling Association, one representative from the National Council of State Agencies for the Blind, and two public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 84

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 3,301

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: No reported visits.

Interim and/or Annual Reporting Requirements: Annual report required.

Number of Institutions or Programs Monitored in 1998: 75

Stated Purpose of Accreditation: The accreditation of RCE Programs seeks to promote the effective delivery of rehabilitation services to individuals with disabilities by promoting and fostering continuing review and improvement of master's degree-level RCE programs. CORE's accreditation process promotes program self-improvement rather than outside censure. A concomitant purpose is to meet the personal needs of both public and private rehabilitation agencies by providing graduates who have the skills, knowledge, and attitudes necessary to provide rehabilitation counseling services to individuals with physical, mental, and/or emotional disabilities.

Contact Information

Name of Organization:	**Council on Social Work Education** **Division of Standards and Accreditation**
Scope:	Baccalaureate and master's degree programs in social work.
States/Countries within Scope:	United States and Puerto Rico.
Address:	1600 Duke Street, Suite 300, Alexandria, VA 22314
Telephone:	(703) 683-8080
Fax:	(703) 683-8099
E-mail Address:	nrandolph@cswe.org
Website:	*www.cswe.org*
Executive Director:	Nancy Randolph
Date Founded:	1952
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 25 members, including educators, practitioners, students, and public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	Bachelor's in Social Work (BSW) – 419 programs Master's in Social Work (MSW) – 133 programs
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	1998: BSW – 20,409 full-time; 11,350 part-time MSW – 22,862 junior and senior students

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Initial accreditation visits occur every four years. Reaffirmation visits occur every eight years.
Interim and/or Annual Reporting Requirements:	Interim reports are required only if there are concerns during the initial or reaffirmation process.
Number of Institutions or Programs Monitored in 1998:	271 programs were reviewed by the Commission on Accreditation.
Stated Purpose of Accreditation:	Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

Contact Information

Name of Organization:	**Foundation for Interior Design Education Research**
Scope:	Professional-level programs and pre-professional assistant programs (until 2003) in interior design.
States/Countries within Scope:	United States and Canada.
Address:	60 Monroe Center, NW, #300, Grand Rapids, MI 45903-2920
Telephone:	(616) 458-0400
Fax:	(616) 458-0460
E-mail Address:	kayem@fider.org
Website:	*www.fider.org*
Executive Director:	Kayem Dunn
Date Founded:	1970
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of six members, including one public representative and five educators and practitioners with site visit experience.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	132 programs
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	12,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits required every three or every six years.
Interim and/or Annual Reporting Requirements:	Progress report required between visits.
Number of Institutions or Programs Monitored in 1998:	25 site visits.
Stated Purpose of Accreditation:	To serve the interior design profession by promoting excellence in interior design education.

Specialized & Professional

Contact Information

Name of Organization:	**Joint Review Committee on Education in Radiologic Technology**
Scope:	Programs for radiographers and radiation therapists.
States/Countries within Scope:	United States and all U.S. territories and possessions.
Address:	20 North Wacker Drive, Suite 900, Chicago, IL 60606-2901
Telephone:	(312) 704-5300
Fax:	(312) 704-5304
E-mail Address:	mail@jrcert.idt.net
Website:	*www.jrcert.org*
Chief Executive Officer:	Joanne S. Greathouse
Date Founded:	1971
Publications Information:	Contact JRCERT for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of seven individuals employed by member institutions, one business or community leader, and one retired member formerly employed by a member institution.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	680 programs
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	23,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits range from two to eight years.
Interim and/or Annual Reporting Requirements:	Annual and interim reports required at mid-point of maximum accreditation award.
Number of Institutions or Programs Monitored in 1998:	140 visited, 680 monitored.
Stated Purpose of Accreditation:	Excellence in education and quality and safety of patient care.

Contact Information

Name of Organization: **Joint Review Committee on Educational Programs in Nuclear Medicine Technology**

Scope: Higher education programs for the nuclear medicine technologist.

States/Countries within Scope: United States and Canada.

Address: #1 2nd Avenue East, Suite C, PMB #418, Polson, MT 59860-2320

Telephone: (406) 883-0003
Fax: (406) 883-0022
E-mail Address: jrcnmt@centurytel.net
Website: In progress.

Executive Director: Elaine Cuklanz

Date Founded: 1970

Publications Information: Contact JRCNMT for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 14 members. Two members with no connection to accredited institutions or relations to other members of the board represent the public. Twelve members represent the profession; each of the four professional sponsoring organizations appoints three representatives. Six physicians and six technologists represent nuclear medicine technology.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 96 programs

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 1,330

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Initial accreditation awards are for a period of three years. Follow-up reports are requested for new applicants. If satisfactory, the award is extended for a total of five years. Continued accreditation awards are for a period of five years. For programs that have had three consecutive accreditation actions without major findings, the award period is extended to seven years. Mid-cycle reports are requested for programs receiving seven (one-year) accreditation awards.

Interim and/or Annual Reporting Requirements: Annual reports required.

Number of Institutions or Programs Monitored in 1998: 12

Stated Purpose of Accreditation: Quality assurance, quality improvement, preparation for licensure exams, public information about specific institutions or programs, and protection against internal and external pressures to modify programs for reasons that are not educationally sound. Provides assurance to employers that graduates of an accredited program have received an acceptable quality of education based on minimum national standards.

Contact Information

Name of Organization:	**Liaison Committee on Medical Education**
Scope:	Medical education programs leading to the MD degree.
States/Countries within Scope:	United States, Puerto Rico, and Canada.
Address:	Association of American Medical Colleges 2450 N Street, NW, Washington, DC 20037
Telephone:	(202) 828-0596
Fax:	(202) 828-1125
E-mail Address:	dgkassebaum@aamc.org
Website:	*www.lcme.org*
Executive Director:	Donald G. Kassebaum
Date Founded:	1942
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 14 individuals employed by member institutions (13 American, one Canadian), two business or community leaders, and two students.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	141 (125 American, 16 Canadian).
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	74,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Comprehensive visits every seven years; interim visits vary in frequency.
Interim and/or Annual Reporting Requirements:	Annual reporting of financing, student financial aid, and educational program characteristics required.
Number of Institutions or Programs Monitored in 1998:	67 (1997-98 academic year).
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Specialized & Professional

Contact Information

Name of Organization: **Montessori Accreditation Council for Teacher Education**

Scope: Montessori teacher education institutions and programs evaluated by the American Montessori Society Review Committee and the Independent Review Committee.

States and Countries within Scope: United States

Address: University of Wisconsin-Parkside, Tallent Hall, Room 236
900 Wood Road, Box 2000, Kenosha, WI 53141-2000

Telephone: (262) 595-3335; (888) 446-2283
Fax: (262) 595-3332
E-mail Address: warner@uwp.edu
Website: *www.MACTE.org*

Executive Director: Gretchen Warner

Date Founded: 1991

Publications Information: See website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 21 commissioners, three of whom are public representatives.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 91 institutions/programs offering a total of 127 certification courses.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 2,540

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Comprehensive visits for renewal of accreditation required every seven years; interim visits as needed.

Interim and/or Annual Reporting Requirements: Annual report required.

Number of Institutions or Programs Monitored in 1998: Two on-sites held for renewal of accreditation; seven for initial accreditation; 29 for major changes; one program revoked; and one program denied.

Stated Purpose of Accreditation: Accreditation of Montessori teacher education programs and institutions.

Contact Information

Name of Organization:	**National Accrediting Agency for Clinical Laboratory Sciences**
Scope:	Degrees in clinical laboratory science/medical technology, clinical laboratory technician/ medical laboratory technician, pathologist assistant, histotechnologist, and histotechnician.
States/Countries within Scope:	United States
Address:	8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631
Telephone:	(773) 714-8880
Fax:	(773) 714-8886
E-mail Address:	kimball@naacls.org
Website:	*www.naacls.org*
Executive Director:	Olive M. Kimbell
Date Founded:	1973
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of nine individuals employed by member institutions, two business or community leaders, one laboratory manager, and two academic deans.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	650
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits once a cycle.
Interim and/or Annual Reporting Requirements:	Annual reports are required from every program. Interim reports are required for some during the time the program is reviewed.
Number of Institutions or Programs Monitored in 1998:	100
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and preparation for certification examinations.

Specialized & Professional

Contact Information

Name of Organization: **National Architectural Accrediting Board, Inc.**

Scope: Accreditation and candidacy for accreditation of bachelor's of architecture and master's of architecture programs. (NAAB is no longer eligible to be recognized by the USDE and has chosen not to apply to CHEA for recognition.)

States/Countries within Scope: United States

Address: 1735 New York Avenue, NW, Washington, DC 20006
Telephone: (202) 783-2007
Fax: (202) 783-2822
E-mail Address: None provided.
Website: *www.naab.org*

Executive Director: Elliott Pavlos

Date Founded: 1940

Publications Information: See website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 13 directors, including three representatives of the AIA, three representatives of the ACSA, three representatives of the NCARB, two representatives of the AIAS, and two public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 112 schools in the United States offering professional programs in architecture.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 35,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Under a normal term, visits are required every five years maximum.

Interim and/or Annual Reporting Requirements: Annual report required.

Number of Institutions or Programs Monitored in 1998: 21 in 1998; 29 in 1999.

Stated Purpose of Accreditation: To assist programs in fulfilling the broad requirements of the profession of architecture and encourage the development of programs suited to the particular circumstances of each individual program.

Contact Information

Name of Organization:	**National Association of Industrial Technology**
Scope:	Associate and baccalaureate degree programs in industrial technology.
States/Countries within Scope:	United States
Address:	3300 Washtenaw Avenue, Suite 220, Ann Arbor, MI 48104-4200
Telephone:	(734) 677-0720
Fax:	(734) 677-2407
E-mail Address:	None provided.
Website:	*www.nait.org*
Executive Director:	Alvin E. Rudisill
Date Founded:	1967
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of six university representatives, six community college representatives, six industry representatives, one student, and three public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	93 baccalaureate programs, 206 programs/options in 49 baccalaureate institutions; 22 associate programs, 56 programs/options in 10 associate-level institutions. NAIT accredits only programs that are accredited by a regional accrediting agency.
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	10,500

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits are required every four years for initially accredited institutions/programs. Visits are required every six years for reaccreditation.
Interim and/or Annual Reporting Requirements:	Reports are required when changes have occurred.
Number of Institutions or Programs Monitored in 1998:	57 (two with both associate and baccalaureate programs were accredited in 1998); 16 had visits in 1998, nine submitted reports due to provisional status, and three institutions submitted changes that were reviewed by the board.
Stated Purpose of Accreditation:	To provide recognition of the attainment of certain professional goals and standards for industrial technology.

Specialized & Professional

Contact Information

Name of Organization:	**National Association of Nurse Practitioners in Women's Health**
Scope:	Women's health nurse practitioner education programs.
States/Countries within Scope:	United States
Address:	503 Capitol Court, NE, Suite 300, Washington, DC 20002
Telephone:	(202) 543-9693
Fax:	(202) 543-9858
E-mail Address:	npwhdc@aol.com
Website:	*www.npwh.org*
Executive Director:	Susan Wysocki
Date Founded:	1980
Publications Information:	Contact NPWH for available publications.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of five individuals employed by institutions within their jurisdiction, two nurse practitioner educators, one public member, and two expert clinical nurse practitioners.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/ Programs:	8
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	250

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every four years.
Interim and/or Annual Reporting Requirements:	Annual reports must be submitted within 30 days of the anniversary of initial accreditation. The report must include: progress toward correction of any stipulations made during a review; summary data on numbers of students enrolled and numbers completing the program, as well as numbers passing or failing the certification examination; and summaries of any needs assessments, graduate surveys, or program evaluations.
Number of Institutions or Programs Monitored in 1998:	1
Stated Purpose of Accreditation:	Quality assurance, quality improvement, preparation for licensure examination and certification, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**National Association of Schools of Art and Design, Commission on Accreditation**
Scope:	Institutions and units within institutions offering degree and non-degree programs in art, design, or art/design-related disciplines.
States/Countries within Scope:	United States
Address:	11250 Roger Bacon Drive, Suite 21, Reston, VA 20190
Telephone:	(703) 437-0700
Fax:	(703) 437-6312
E-mail Address:	info@arts-accredit.org
Website:	*www.arts-aacredit.org*
Executive Director:	Samuel Hope
Date Founded:	1944
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of 11 elected members and two public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	219
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	99,613 in fall 1997; 22,136 in summer 1997.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	First visit at five years; second visit varies at either five or ten years.
Interim and/or Annual Reporting Requirements:	Annual data report and organizational audit required.
Number of Institutions or Programs Monitored in 1998:	The commission communicates with approximately 20% of its membership annually.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Specialized & Professional

Contact Information

Name of Organization: **National Association of Schools of Dance, Commission on Accreditation**

Scope: Institutions and units within institutions offering degree and non-degree programs in dance and dance-related disciplines.

States/Countries within Scope: United States

Address: 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190

Telephone: (703) 437-0700
Fax: (703) 437-6312
E-mail Address: info@arts-accredit.org
Website: *www.arts-accredit.org*

Executive Director: Samuel Hope

Date Founded: 1981

Publications Information: See website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of four elected members and one public member.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 52

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 3,018 in fall 1997; 451 in summer 1997.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: First visit at five years; second visit varies at either five or ten years.

Interim and/or Annual Reporting Requirements: Annual data report and organizational audit required.

Number of Institutions or Programs Monitored in 1998: Commission communicates with approximately 20% of its membership annually.

Stated Purpose of Accreditation: Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization: **National Association of Schools of Music, Commission on Accreditation, Commission on Non-Degree-Granting Accreditation, and Commission on Community/Junior College Accreditation**

Scope: Institutions and units within institutions offering degree and non-degree programs in music and music-related disciplines, including community and junior colleges and independent degree-granting and non-degree-granting institutions.

States/Countries within Scope: United States

Address: 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190

Telephone: (703) 437-0700
Fax: (703) 437-6312
E-mail Address: info@arts-accredit.org
Website: *www.arts-accredit.org*

Executive Director: Samuel Hope

Date Founded: 1924

Publications Information: See website.

Composition of Accrediting Decision-Making Board

Composition: The Commission on Non-Degree-Granting Accreditation is composed of three elected members and one public member. The Commission on Community/Junior Colleges is composed of three three elected members and one public member. The Commission on Accreditation is composed of 18 elected members and three public members.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 576

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 88,840 in fall 1997; 15,409 in summer 1997.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: First visit at five years; second visit varies at either five or ten years.

Interim and/or Annual Reporting Requirements: Annual data or organizational audit report required.

Number of Institutions or Programs Monitored in 1998: Commissions communicate with approximately 20% of their membership annually.

Stated Purpose of Accreditation: Quality assurance, quality improvement, and public information about specific institutions or programs.

Specialized & Professional

Contact Information

Name of Organization: **National Association of Schools of Public Affairs and Administration Commission on Peer Review and Accreditation**

Scope: Master's degree programs in public affairs, public policy, and administration.

States/Countries within Scope: United States

Address: 1120 G Street, NW, Suite 730, Washington, DC 20005
Telephone: (202) 628-8965
Fax: (202) 626-4978
E-mail Address: naspaa@naspaa.org
Website: *www.naspaa.org*

Executive Director: Michael E. Brintnall

Date Founded: 1970

Publications Information: See website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of 11 academics and one public member. Composition includes deans, directors, chairpersons, and faculty of member colleges and universities.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 136

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 14,648

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Comprehensive visits every seven years. No interim visits required unless directed by the commission.

Interim and/or Annual Reporting Requirements: Annual report required.

Number of Institutions or Programs Monitored in 1998: 27 in 1998-99 cycle.

Stated Purpose of Accreditation: To facilitate the continuing development and quality of public service education.

Contact Information

Name of Organization:	**National Association of Schools of Theatre, Commission on Accreditation**
Scope:	Institutions and units within institutions offering degree and non-degree programs in theatre and theatre-related disciplines.
States/Countries within Scope:	United States
Address:	11250 Roger Bacon Drive, Suite 21, Reston, VA 20190
Telephone:	(703) 437-0700
Fax:	(703) 437-6312
E-mail Address:	info@arts-accredit.org
Website:	*www.arts-accredit.org*
Executive Director:	Samuel Hope
Date Founded:	1969
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of five elected members and one public member.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	120
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	16,339 in fall 1997; 2,436 in summer 1997.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	First visit at five years; second visit varies at either five or ten years.
Interim and/or Annual Reporting Requirements:	Annual data reports required.
Number of Institutions or Programs Monitored in 1998:	Commission communicates with approximately 20% of membership annually.
Stated Purpose of Accreditation:	Quality assurance, quality improvement, and public information about specific institutions or programs.

Contact Information

Name of Organization:	**National Council for Accreditation of Teacher Education**
Scope:	Professional education units that prepare educators to staff P-12 schools.
States/Countries within Scope:	United States
Address:	2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036-1023
Telephone:	(202) 466-7496
Fax:	(202) 296-6620
E-mail Address:	ncate@ncate.org
Website:	*www.ncate.org*
Executive Director:	Arthur E. Wise, President
Date Founded:	1954
Publications Information:	See website.

Composition of Accrediting Decision-Making Board

Composition: The executive board oversees all NCATE standards, policies, fiscal matters, selection and evaluation of the president, and the constitution. It is composed of no more than 30 representatives, including the chairs of the other three boards, a public at-large representative, and a National Board for Professional Teaching Standards representative. The unit accreditation board determines the accreditation status of professional education units at colleges and universities. It is composed of no more than 32 members; one-third are representatives from teacher education, one-third are teachers, one-sixth are state and local policymakers, and one-sixth are from professional specialty areas.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	Approximately 500
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	312,000 full-time; 185,000 part-time.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits are made on a five-year cycle.
Interim and/or Annual Reporting Requirements:	Annual reports required.
Number of Institutions or Programs Monitored in 1998:	13 on probation.
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Contact Information

Name of Organization:	**National Environmental Health Science and Protection Accreditation Council**
Scope:	Undergraduate and graduate programs in environmental health science and protection.
States/Countries within Scope:	United States
Address:	720 S. Colorado Boulevard, South Tower, Suite 970, Denver, CO 80246
Telephone:	(303) 756-9090
Fax:	(303) 691-9490
E-mail Address:	ehac@wcnet.org
Website:	*www.neha.org/AccredCouncil.html*
Executive Director:	Gary Silverman
Date Founded:	1967
Publications List:	See website.

Composition of Accrediting Decision-Making Board

Composition:	The decision-making board is composed of ten individuals employed by member institutions, two representatives of non-member higher or postsecondary education institutions, and 11 business or community leaders.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs:	24
Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs:	Approximately 2,000.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits:	Visits every six years maximum.
Interim and/or Annual Reporting Requirements:	No information submitted.
Number of Institutions or Programs Monitored in 1998:	6
Stated Purpose of Accreditation:	Quality assurance and quality improvement.

Specialized & Professional

Contact Information

Name of Organization: **National League for Nursing Accreditation Commission**

Scope: Programs in practical nursing and diploma, associate, baccalaureate, and higher degree nursing programs.

States/Countries within Scope: United States

Address: 61 Broadway, 33rd Floor, New York, NY 10006

Telephone: (800) 669-1656; (212) 363-5555
Fax: (212) 989-3710
E-mail Address: gfelton@nlnac.org
Website: *www.accrediting-comm-nlnac.org*

Executive Director: Geraldene Felton

Date Founded: 1997 (1952 antecedent organization)

Publications Information: Contact NLNAC for available publications.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of nine individuals employed by member institutions, three public members of governing boards from non-member institutions, and three business or community leaders.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 1,700

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: Not available.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: 200 visits annually.

Interim and/or Annual Reporting Requirements: Annual reports required. Any substantial changes must be reported.

Number of Institutions or Programs Monitored in 1998: 400

Stated Purpose of Accreditation: Quality assurance, quality improvement, public information about specific institutions or programs, and monitoring.

Contact Information

Name of Organization: **National Recreation and Park Association/American Association for Leisure and Recreation, Council on Accreditation**

Scope: Baccalaureate programs in recreation, park resources, and leisure services.

States/Countries within Scope: United States and Canada.

Address: 22377 Belmont Ridge Road, Ashburn, VA 20148
Telephone: (703) 858-2149
Fax: (703) 858-0794
E-mail Address: jhoughton@nrpa.org
Website: *www.nrpa.org*

Executive Secretary: Van E. Anderson, Professional Services Director

Date Founded: NRPA founded 1965; Council on Accreditation founded 1974

Publications Information: Contact Jeanne Houghton at (703) 858-2150.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of ten members, including educators, education administrators, and practitioners.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 100 institutions

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 8,800

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: Comprehensive visits required every five years.

Interim and/or Annual Reporting Requirements: Annual report required.

Number of Institutions or Programs Monitored in 1998: 97

Stated Purpose of Accreditation: To ensure that university and college undergraduate curricula attain established standards of excellence in preparing graduates to serve the park and recreation profession.

Contact Information

Name of Organization: **Society of American Foresters**

Scope: First professional degrees in forestry (usually a bachelor of science degree in forestry and sometimes master's degree in forestry) and certification of two-year programs leading to an associate's degree in forest technology.

States/Countries within Scope: United States and Canada.

Address: 5400 Grosvenor Lane, Bethesda, MD 20814

Telephone: (301) 897-8720 ext. 119
Fax: (301) 897-3690
E-mail Address: harveym@safnet.org
Website: *www.safnet.org*

Executive Director: William Banzhaf, Executive Vice President

Date Founded: 1900

Publications Information: See website.

Composition of Accrediting Decision-Making Board

Composition: The decision-making board is composed of a committee of eight Society of American Foresters members not on the governing council, and one public representative appointed by the president. At least four of the appointees will be active faculty members of which two will be active forestry school administrators. At least three will be active, non-academic practitioners. The public member may not be an SAF member or eligible for membership.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 48 institutions with accredited professional forestry degree programs; 24 institutions with recognized technical forestry education programs.

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: Approximately 4,500 professional degree candidates; no estimate for technical associate degree candidates.

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/ Interim Visits: All forestry curricula must undergo self-evaluation and on-site review within five years after first being granted accredited status. Continued accreditation, after this initial five-year period, requires comprehensive self-evaluation and on-site review at least every ten years.

Interim and/or Annual Reporting Requirements: In addition to comprehensive self-evaluations and on-site reviews, continued accreditation also requires the submission of interim status reports at least every five years, as determined by the committee, and notification of substantive program changes occurring between reporting periods. The committee may also require periodic progress reports to show actions taken to correct and respond to identified concerns.

(continued)

Society of American Foresters *(continued)*

Number of Institutions or Programs Monitored in 1998: Reviewed 15 degree-granting institutions; eight were up for reaccreditation and were granted it.

Stated Purpose of Accreditation: To improve the overall quality of professional forestry education through periodic program self-evaluation and peer review by qualified educators and practicing foresters; to foster integrity and excellence through the development, use, and periodic revision of Standards for Accreditation in order to assess the educational environment and effectiveness of forestry programs; and to assure students, employers, the general public, and other organizations and agencies that SAF-accredited programs have educational objectives consistent with professional standards, have the resources to accomplish those objectives, and are expected to continue to offer a quality forestry education.

Contact Information

Name of Organization: **United States Catholic Conference Commission on Certification and Accreditation**

Scope: Postsecondary ministry education programs.

States/Countries within Scope: United States

Address: 3501 South Lake Drive, PO Box 070058, Milwaukee, WI 53207-0058
Telephone: (414) 486-0139
Fax: (414) 489-0006
E-mail Address: uscc-caa@execpc.com
Website: Not established.

Executive Director: Sister Kay Sheskaitis

Date Founded: 1982

Publications Information: Contact USCC for available publications.

Composition of Accrediting Decision-Making Board

Composition: Information not available at time of publication.

Profile of Accredited Institutions, Schools, or Programs

Accredited Institutions/Programs: 35

Estimated Total Annual Headcount Enrollment in Accredited Institutions or Programs: 5,000

Accreditation Procedures, Requirements, and Purposes

Frequency of Comprehensive/Interim Visits: Clinical pastoral education programs are renewed for accreditation every ten years. Ministry formation programs are renewed every seven years.

Interim and/or Annual Reporting Requirements: Annual report required.

Number of Institutions or Programs Monitored in 1998: 45 reviewed through annual reports.

Stated Purpose of Accreditation: Review of accreditation for compliance with standards.

Recognized for Special Purposes: State Agencies and Accrediting Organizations

State Approval Agencies for Public Postsecondary Vocational and Nurse Education

The U.S. Secretary of Education recognizes some state approval agencies for the purpose of enabling schools or programs approved by these agencies to establish eligibility to participate in federal student aid (Title IV) programs. These state approval agencies are not considered accrediting agencies, but are considered the equivalent of accrediting agencies by the USDE only for this purpose.

Recognized State Agencies for the Approval of Public Postsecondary Vocational Education

Kansas State Department of Education
Commission of Education
Andy Tompkins, Commissioner of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182
Telephone: (785) 296-2635
Fax: (785) 296-3523
Website: *www.ksbe.state.ks.us*

Minnesota State Colleges and Universities
Morris J. Anderson, Chancellor
Minnesota State Colleges and Universities
500 World Trade Center
30 East 7th Street
St. Paul, MN 55105
Telephone: (651) 296-8012
Fax: (651) 297-5550
E-mail Address: morrie.anderson@so.mnscu.edu
Website: *www.mnscu.edu*

Missouri State Board of Education
Robert E. Bartman, Commissioner of Education
Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102-0480
Telephone: (573) 751-4212
Fax: (573) 751-1179
Website: *www.dese.state.mo.us*

New York State Board of Regents
(Public Postsecondary Vocational Education Unit)
Richard Mills, Commissioner of Education
New York State Board of Regents
Public Postsecondary Vocational Education Unit
State Education Department
Albany, NY 12234
Telephone: (518) 474-5844
Fax: (518) 473-4909
Website: *www.nysed.gov*

Oklahoma Department of Vocational and Technical Education
Ann Benson, State Director
1500 West Seventh Avenue
Stillwater, OK 74074-4364
Telephone: (405) 377-2000
Fax: (405) 743-5541
Website: *www.okvotech.org*

Oklahoma State Regents for Higher Education
Hans Brisch, Chancellor
Oklahoma State Regents for Higher Education
500 Education Building, State Capitol Complex
Oklahoma City, OK 73105-4500
Telephone: (405) 524-9120
Fax: (405) 524-9235
Website: *www.okhighered.org*

Puerto Rico Human Resources and Occupational Development Council
Professor Victor Fajardo, Secretary of Education
Human Resources and Occupational Development Council
Puerto Rico State Department of Education
PO Box 190759
San Juan, Puerto Rico 00919-0759
Telephone: (787) 763-2171
Fax: (787) 250-0275
E-mail Address: fajardo_v@de.prstar.net
Website: *www.de.prstar.net*

Utah State Board for Applied Technology Education
Steven O. Laing, State Superintendent of Public Instruction
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
Telephone: (801) 538-7510
Fax: (801) 538-7768
E-mail Address: slaing@usoe.k12.ut.us
Website: *www.usoe.k12.ut.us*

Recognized State Agencies for the Approval of Nurse Education

Colorado Board of Nursing
Pat Uris, Program Administrator
1560 Broadway, Suite 670
Denver, CO 80202
Telephone: (303) 894-2430
Fax: (303) 894-2821
E-mail Address: paturis@nursing
Website: *www.dora.state.co.us/nursing*

Iowa Board of Nursing
Lorinda K. Inman
Executive Director
Iowa Board of Nursing
State Capitol Complex
1223 East Court Avenue
Des Moines, IA 50319-0166
Telephone: (515) 281-3255
Fax: (515) 281-4825
Website: *www.state.ia.us/government/nursing*

Maryland Board of Nursing
Donna M. Dorsey, Executive Director
4140 Patterson Avenue
Baltimore, MD 21215
Telephone: (410) 585-1900
Fax: (410) 358-3530
Website: *www.dhmh.state.md.us/mbn*

Missouri State Board of Nursing
Marcia K. Flesner, Executive Director
PO Box 656
3605 Missouri Boulevard
Jefferson City, MO 65102
Telephone: (573) 751-0681
Fax: (573) 751-0075
Website: *www.ecodev.state.mo.us/pr/nursing*

Montana State Board of Nursing
Dianne Wickham, Executive Director
Arcade Building, 4C
111 North Jackson
PO Box 200513
Helena, MT 59620-0513
Telephone: (406) 444-2071
Fax: (406) 444-7759
E-mail Address: compolnur@state.mt.us
Website: *www.com.state.mt.us/license/pol/index.htm*

New Hampshire Board of Nursing
Doris G. Nuttelman, Executive Director
New Hampshire Board of Nursing
78 Regional Drive, Building B
PO Box 3898
Concord, NH 03302-3898
Telephone: (603) 271-2323
Fax: (603) 271-6605
Website: *www.state.nh.us/nursing/nursing.htm*

New York State Board of Regents (Nursing Education Unit)
Richard Mills, Commissioner of Education
New York State Board of Regents
Nursing Education Unit
State Education Department
Albany, NY 12224
Telephone: (518) 474-5844
Fax: (518) 473-4909
Website: *www.nysed.gov*

Schools Commissions Recognized by the U.S. Secretary of Education for Postsecondary Programs

The U.S. Secretary of Education recognizes some schools accrediting agencies that accredit adult, non-degree, post-secondary education programs only for the purpose of enabling these programs to establish eligibility to participate in federal student aid (Title IV) programs.

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State Agency Recognized as an Accrediting Organization

The U.S. Secretary of Education recognizes one state higher education agency for the purpose of enabling institutions accredited by this agency to establish eligibility to participate in federal student aid (Title IV) programs.

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The following listing provides the appropriate contacts for information on state licensure and accountability.

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Rankings	Address	Information/Comments
Educational Rankings Annual, 1999	Gale Research 835 Penobscot Bldg. Detroit, MI 48226 (800) 877-4253	• 3,500 rankings and lists compiled from educational and general interest public sources • Categories for entries based on public descriptors • Includes description of contents, basis for the rankings, the number of listees in the ranking source, and complete bibliographic information • Annual
The Gourman Report, 10th edition	*The Princeton Review* 2315 Broadway New York, NY 10024 (212) 874-8282	• Assigns precise numerical scores for institutions and programs • Secures information from institutions, programs, solicited reviews, public sources, and proprietary forecasts • Method of score calculation not disclosed • 1998 is most recent report
***Kiplinger's* Online State Universities to Cheer About** ***Kiplinger's* Private Colleges Worth the Price**	*Kiplinger's Personal Finance* Magazine 1729 H Street, NW Washington, DC 20006 (202) 887-6400	• Collects data from Wintergreen/ Orchard House and supplements them with its own statistical survey of public colleges • Emphasizes student selectivity as the highest measure of quality • Assigns greater weight to quality (60%) than to cost (40%) • Annual

Rankings	Address	Information/Comments
***Money* Magazine's Value Rankings**	*Money* Magazine Time and Life Building Rockefeller Center New York, NY 10020 (800) 633-9970	• Determines the highest quality education for the tuition charged • Administers a survey measuring quality by indicators such as high school grade point average (GPA), freshman retention rates, and faculty quality • Compares 16 indicators with each college's sticker price tuition and fees to arrive at a rating score • Includes rankings of specialty schools, public colleges, women's colleges, and institutions by geographic region • Annual
National Research Council's Doctorate Rankings	National Academy Press 2101 Constitution Ave., NW Washington, DC 20418 (202) 334-3313	• Presents findings in its publication *Research-Doctorate Programs in the United States: Continuity and Change* • Bases criteria on the "scholarly" quality of program faculty and the program's effectiveness in educating research scholars/scientists • Collects data using a reputation survey sent to faculty asking their opinion on faculty and program quality at other institutions • 1995 is most recent report
***The Princeton Review's* Best 331 Colleges Ranked by Students for 2000**	*The Princeton Review* 2315 Broadway New York, NY 10024 (212) 874-8282	• Surveys institutions ranging from small colleges to the largest universities • Survey is based on student perceptions • Bases criteria on such components as schools with the best class discussions, readily available professors, and aesthetically pleasing campuses, etc. • Annual

Rankings	Address	Information/Comments
U.S. News and World Report's **America's Best Colleges**	U.S. News and World Report, Inc. 1050 Thomas Jefferson St., NW Washington, DC 20007 (202) 955-2000	• Examines a broad cross section of institutions • Uses a statistical and reputation survey to collect data • Weights academic reputation most heavily (25% of the rating score) • Weights faculty resources and retention rates as 20% of the rating score, with graduation rate performance having the lowest weight (5%) • Annual
Yahoo's America's 100 Most Wired Colleges	*www3.zdnet.com/yil/content/college/colleges99/chartintro.html*	• Surveys 400 colleges and universities identified by Peterson's Competitive Colleges, state universities with enrollments greater than 15,000, and institutions from the previous year's Top 100 list • Focuses on finding colleges and universities with the widest array of networked technology • Collects data on computing and Internet access through two surveys, one distributed by Peterson's and the other administered by Yahoo! College Search • Ranks colleges on such measures as institutional training for faculty, average wait time for a computer in computer labs, and the school's hosting of student web pages, etc. • Annual

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